DOCUMENT RESUME

ED 073 055 SP 006 018

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TITLE New York State Junior College School Paraprofessional Programs. Phase Four of A Continuing Study of School Paraprofessionals: Roles and Job Satisfaction.
INSTITUTION State Univ. of New York, Ithaca. Agricultural Experiment Station at Cornell Univ.
PUB DATE [72]
NOTE 100p.

EDRS PRICE MF-$0.65 HC-$3.29
DESCRIPTORS *Educational Programs; *Job Satisfaction; *Nonprofessional Personnel; *Paraprofessional School Personnel; Program Descriptions; *Role Perception; School Personnel
IDENTIFIERS *New York

ABSTRACT

This document reports New York State junior colleges with paraprofessional programs in 1971-72. Four categories of junior colleges were considered: agricultural and technical colleges, community colleges (City University of New York and State University of New York) and private colleges. Completed questionnaires and college announcements were received from each institution. Data were also obtained through correspondence and telephone conversations. Programs discussed include early childhood education and care; educational or teaching aide; assistant, or associate; home, human, and community services; audio-visual technician; library service and aide; school secretary; and industrial arts. Additional information concerning anticipated programs and junior colleges permitting working paraprofessionals to register for courses on campus or at extension centers is supplied. (MJM)

ED 073055

NOV 8 1972

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NEW YORK STATE JUNIOR COLLEGE SCHOOL PARAPROFESSIONAL PROGRAMS

Phase Four of A Continuing Study Of School Paraprofessionals: Roles and Job Satisfaction

Lawrence B. Hixon

SP 006 018

Cornell University Agricultural Experiment Station, New York State College of Agriculture and Life Sciences. A Statutory College of the State University at Cornell University, Ithaca, New York

Foreword

This report is based on information obtained from participating college announcements, questionnaires, and written and oral communications with personnel representing these institutions. As much as possible the programs are reported as indicated in the college announcements and further explained by direct contact with officials. Editing has been necessary in some cases in order to bring program statements and outlines into context with common procedure and review.

Acknowledgements

Grateful appreciation is made to the fifty-nine New York State Junior Colleges who participated in this study. Each college was most generous in supplying the information which was requested.

Further acknowledgement is rendered to Dr. S. V. Martorana, New York State University Vice Chancellor for Two Year Colleges, and to Dr. Kenneth T. Doran, Associate University Dean for Two Year Colleges, for their valuable support and suggestions. To Professor Helen Wardeberg, Chairman of the Department of Education, College of Agriculture and Life Sciences, Cornell University, grateful thanks are given for her advice and assistance. Special acknowledgement is made to Mr. John Thomas, Research Assistant, Cornell University, for his aid in obtaining and organizing the material which went into this study.

The study was supported in part by Hatch Funds, made available through the Office of the Director of the Cornell University Agricultural Experiment Station.

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New York State Junior College School Paraprofessional Programs

Background of Study

Two phases of a school paraprofessional study were completed at Cornell University in 1968-69. Phase One of this study was a general approach; all New York State School Districts, with the exception of New York City and common schools, were asked to supply information concerning the use of paraprofessionals, the types of service, qualifications, age, training, work hours, financial support and general acceptance.[1] Of the 667 school districts included in this phase, 94.2 percent reported the use of paraprofessionals. A total figure of 14,928 paraprofessionals was reported in service in the respondent schools. This figure included 10,154 paid and 4,874 voluntary workers. Identified were 101 types of school paraprofessionals. It is believed that these numbers have increased as the school paraprofessional movements have become more accepted.

In as much as lunchroom helpers outnumbered other types of aides throughout the state, they were made the object of intensive study in 45 selected school districts. This second phase of the continuing study was concerned with lunchroom aide demography, working environment, job perceptions, employment procedures and practices, and perceived and preferred roles.[2]

During the years 1969-71, study of school paraprofessionals continued. Concentration was centered on the second most numerous category, the teacher aide. Participating in this study phase were 56 school districts, including 133 building principals, 650 supervising teachers, and 407 teacher aides. Investigated were

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[1] The Status of Paraprofessionals in New York State School Districts. Phase One of a Continuing Study, School Paraprofessionals: Roles and Job Satisfactions. University of the State of New York, State Education Department, Bureau of Occupational Education Research. Albany, New York. November 1969.

[2] The Status and Role of Lunchroom Aides in Selected New York State School Districts. University of the State of New York, State Education Department, Bureau of Occupational Education Research. Albany, New York. June 1970.

factors of demography, working conditions, training, funding, job policies and descriptions, perceptions of aide use, acceptance and performance evaluation.[3]

The Present Study

Because it was recognized that many junior colleges continue to be concerned with the training of school paraprofessionals, a study was made in 1971-72 concerning the programs maintained by these institutions in New York State. Four categories of junior colleges were considered: agricultural and technical colleges, community colleges (City University of New York), community colleges (State University of New York) and private colleges. With the exception of colleges which are limited to very specialized forms of education, every junior college in the state was invited to participate. Completed questionnaires and college announcements were received from each institution. Data were also obtained through correspondence and telephone conversations.

The study has the endorsement of the State University of New York, received financial support through Hatch funds.

Definition of School Paraprofessional

As used in this study a school paraprofessional is a person who receives training for a particular educational specialization and later works in a public or private elementary or high school, performing his duties ordinarily under supervision of a professional. This definition admits to variation in as much as some paraprofessionals are highly specialized and to considerable degree independent, while other paraprofessionals work as directed by an immediate supervisor.

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[3]The Role and Status of Teacher Aides in Selected New York State School Districts. Search Agriculture Education 1. Cornell University Agricultural Experiment Station, New York State College of Agriculture, Cornell University, Ithaca, New York. Vol. 1, No. 8, May 1971.

Junior Colleges Included in the Study

Fifty-nine New York State junior colleges were included in the study. These are reported according to type of institution.

Agricultural and Technical Colleges

Alfred Agricultural and Technical College
Canton Agricultural and Technical College
Cobleskill Agricultural and Technical College
Delhi Agricultural and Technical College
Farmingdale Agricultural and Technical College
Morrisville Agricultural and Technical College

Community Colleges (City University of New York

Borough of Manhattan Community College
Bronx Community College
Hostos Community College
Kingsborough Community College
LaGuardia Community College
New York City College
Queensborough Community College
Staten Island Community College

ommunity Colleges (State University of New York)

Adirondack Community College
Auburn Community College
Broome Community College
Clinton Community College
Columbia-Greene Community College
Corning Community College
Dutchess Community College
Erie Community College
Fashion Institute of Technology
Finger Lakes Community College
Fulton-Montgomery Community College
Genesee Community College
Herkimer County Community College
Hudson Valley Community College
Jamestown Community College
Jefferson Community College
Mohawk Valley Community College
Monroe Community College
Nassau Community College
Niagara County Community College
North Country Community College
Onondage Community College

Orange County Community College
Rockland Community College
Schenedtady County Community College
Suffolk County Community College
Sullivan County Community College
Tompkins-Cortland Community College
Ulster County Community College
Westchester Community College

Private Junior Colleges

Bennett College
Cazenovia College
Concordia College
Elizabeth Seton College
Harriman College
Hilbert College
Junior College of Albany
Maria Regina College
Mater Dei College
Packer College
Paul Smith's College of Arts and Sciences
Trocaire College
Villa Maria College of Buffalo
Voorhees Technical Institute

Junior Colleges with School Paraprofessional Programs

The numbers of colleges and paraprofessional programs are indicated in Table I.

Table I. Types of Colleges with Programs and Number of Programs

Type of College	With Programs	No Program	Total Colleges	Number of Programs
Ag. & Tech College	4	2	6	5
Community College (CUNY)	6	2	8	10
Private Junior College	9	6	15	12
Community College (SUNY)	14	16	30	21
TOTAL	33	26	59	48

Over half (55.9 percent) of the junior colleges of New York State have programs for the training of school paraprofessionals. Only the State University Community Colleges have less than fifty percent, a fact probably explained because

of their recent incorporation. It is to be noted that some colleges support more than one program, as many as three distinct programs appearing on some campuses.

List of Reported Programs

Agricultural and Technical Colleges

Alfred

- Human Services

Canton

- Nursing Education

Cobleskill

- Nursery Education

Farmingdale

- Nursery Education
- Community Service Assistant

Community Colleges (City University of New York)

Bronx

- Educational Associate

Hostos

- Early Childhood Education

Kingsborough

- Educational Associate

LaGuardia

- Educational Associate

New York City

- Child Care
- Educational Associate
- Industrial Arts

Staten Island

- Child Care
- Educational Associate
- School Secretary

Private Junior Colleges

Cazenovia

- Child Study (1)
- Child Study (2)

Elizabeth Seton

- Child Study

Harriman

Pre-Kindergarten

Hilbert

Teacher Assistant

Maria

Early Childhood Education

Maria Regina

Library Service
Child Development

Mater Die

Nursery Education
Teacher Assistant

Trocaire

Early Childhood Education

Villa Maria

Teacher Assistant

Community Colleges (State University of New York)

Auburn

Nursery Education
Educational Aide

Broome

Early Childhood Education

Corning

Human Services

Dutchess

Nursery Education
Child Care

Herkimer County

Educational Assistant
Educational Associate

Hudson Valley

Nursery Education
Human Services

Mohawk Valley

Teacher Aide
Teacher Assistant

Monroe

Audio-Visual Technician
Human Services

Nassau

Child Care
Nursery Education

Niagara County

Child Care

Onondaga

Human Services

Rockland

Human Services

Tompkins-Cortland

Human Services (1)
Human Services (2)

Programs: Early Childhood Education and Care

The most commonly found paraprofessional training programs are in the area of early childhood education and care. The primary emphasis is on the production of personnel who can work with children at nursery and kindergarten levels although there seems to be no reason why this training, in many cases, could not be applied to the early elementary grades. Some of the colleges have added instruction in the education of atypical children; this does not appear to be standard practice and is relegated to institutions where special facilities are available and need is paramount.

Table II. Type of Colleges and General Area: Early Childhood Education and Care

Type of College	Number*
Ag. & Tech. College	3
Community College (CUNY)	3
Private Junior College	7
Community College (SUNY)	7
TOTAL	20

*With a program in area

Table III. Specific Titles of Programs within General Area of Early Childhood Education and Care

Program	Ag. & Tech. Colleges	Comm. Coll. (CUNY)	Private Jr. Coll.	Comm. Coll. (SUNY)	TOTAL
Nursery Education	3	0	1	4	8
Child Care	0	2	0	3	5
Child Development	0	0	1	0	1
Pre-Kindergarten	0	0	1	0	1
Child Study	0	0	3	0	3
Early Childhood	0	1	2	1	4
TOTAL	3	3	8	8	24

Nursery Education

State University College of New York Agricultural and Technical Institute at Canton, Canton, New York 13617

This is a two-year program leading to the degree of Associate in Applied Science. Students are prepared to serve as assistant teachers in public school pre-kindergarten, pre-first and special classes. They are also prepared for employment as assistant teachers in public and private nursery schools, day care centers and special programs for young children.

Laboratory experiences are provided in the pre-kindergartens in the Canton Central School which are sponsored by the New York State Education Department as an experimental Pre-kindergarten Program in cooperation with the college. This program serves as one of seven Demonstration Centers in New York State and the only center serving the North Country.

Summer work experience prior to the senior year includes volunteer or paid experience in child care for a minimum of two weeks (eighty hours). Thirty-one of the sixty-eight credits required for graduation are in English, Natural Science, Social Sciences, Mathematics, Economics or Western Civilization. The remaining thirty-seven credits are in the major concentration.

Program: Nursery Education

First Semester

Number	Course	Hours Class	Hours lab	Credit
ENG 131, 132	English 1	3	0	3
PSY 131	Foundations of Behavior	3	0	3
NE 121	Observation I	1	2	2
NE 131	Creative Experiences for the Young Child -- Art	2	2	3
NE 132	Marriage and Family Relationships	3	0	3
FS 100	Freshman Seminar	1	0	0
PE 101	Physical Education	0	2	½
EC 135	Economics I (or			
HIS 131	Western Civilization I	3	0	3
				17 ½

Second Semester

ENG 231, 232	English II	3	0	3
PSY 231	Growth and Development	3	0	3
BI 131	General Biology	2	2	3
NE 221	Observation II	1	2	2
NE 231	Creative Experiences for the Young Child -- Music	2	2	3
NE 211	Professional Seminar	1	0	1
PE 201	Physical Education	0	2	½
MA 236	Introduction to Finite Mathematics (or)			
HIS 231	Western Civilization II	3	0	3
				18 ½

Third Semester

SOC 331	Sociology I	3	0	3
NE 332	Children's Literature	3	0	3
NE 321	Personal and Community Health	4*	0	2
NE 312	Professional Seminar	1	0	1
NE 333	Principles of Nursery Education I	3	0	3
NE 344	Supervised Teaching I	1	12*	4
				16

Fourth Semester

ENG 331	Effective Speech	3	0	3
SC 231	Physical Science	3	0	3
NE 421	Problems in Family Living	4*	0	2
NE 413	Professional Seminar	1	0	1
NE 433	Principles of Nursery Education II	3	0	3
NE 444	Supervised Teaching II	1	12*	4
				16

*Blocked in 8-week periods.

State University College of New York Agricultural and Technical Institute at Cobleskill, Cobleskill, New York 12043

The program, leading to the degree of Associate of Applied Science, is of two-year duration. Students majoring in the program follow a sequence of class and laboratory experiences designed to integrate theory and practicum, and to increase understanding of young children, their development, care and education. Emphasis is given to the planning and implementation of educational experiences for young children in group situations. Students have the opportunity of observing and participating in the campus nursery school, in the local public school, and in a community in the state where agencies are meeting the needs of children. This latter experience takes place during the two-week period between semesters of the second year. The field experience includes assisting teachers at the kindergarten, pre-first, pre-second, second, third or exceptional level. Contacts for opportunities in the area of education are made throughout the state.

Program: Nursery Education

To fulfill requirements for the Associate in Applied Science degree, the candidate in the major field of Nursery Education must complete satisfactorily a minimum of 66 credit hours of academic work, including 36 hours in the major field, 22 hours in prescribed areas of General Education, and 8 hours of electives as prescribed below.

Major Field Requirements		*Credits*
ED 111	*Creative Activities I*	*2*
ED 112	*Creative Activities II*	*2*
PY 111	*General Psychology*	*3*
PY 121	*Child Psychology*	*3*
ED 131	*Observation of Children*	*2*
EN 151	*Literature for Children*	*3*
**ED 213*	*Creative Activities III*	*2*
**ED 233*	*Experiences with Children I*	*4*
**ED 234*	*Experiences with Children II*	*4*
**ED 241*	*Family, Child, and Community Health*	*2*
ED 261	*History and Philosophy of Childhood Education*	*3*
ED 271	*Physical Development of Children I*	*1*
ED 272	*Physical Development of Children II*	*1*
**ED 291*	*Social Problems*	*2*
MU 101	*Fundamentals of Music I*	*1*
MU 102	*Fundamentals of Music II*	*1*
		36

**Blocked Courses*

General Education Requirements

English	6	
Science/Mathematics	6	
Social Science	6	
Physical Education	2	
General Education Elective (any course with one of the following prefixes: AR, BI, CH, EN, FR, HY, MA, MY, PE, PH, PS, PY, SS)	2	22
Electives	8	8
		66

State University College of New York Agricultural and Technical Institute at Farmingdale, 520 Conklin Street, Farmingdale, New York 11735

On completion of the two-year program the student is eligible for the degree of Associate of Applied Science. The program is designed to provide post-high school training for students in preparation for careers in day nurseries and private nursery schools and would qualify the graduate for work with young children under private and public auspices. Typical employment opportunities include: assistant teacher pre-kindergarten programs, assistant teacher day care center, assistant teacher for the physically handicapped, attendant in a school for the mentally retarded, counselor in children's homes, and summer camp counselor. Field experience is obtained in a variety of schools.

The following list of courses is a model program. The sequence in which students complete these courses is determined in consultation with the chairman of the program.

Program Requirements -- Nursery Education

Group I General Education -- 38 Credits

English (EN 100, EN 114)	6
Psychology (SO 219, SO 220, SO 232)	9
Sociology (SO 222, SO 223, SO 239)	
Minorities in American History (SO 239)	3
or Black History (SO 243)	
or History of Puerto Rico (SO 248)	
Natural Science (SC 119 or SC 107)	3
Nutrition (FT 107)	3

Physical Science (PH 112)			*3*
Health Education (NU 210)			*3*
Physical Education			*2*

Group II Nursery Education Area -- 24 Credits

ED 100	*Introduction to Nursery Education*		*3*
ED 101	*Creative Activities I*		*2*
ED 102	*Creative Activities II*		*2*
ED 115	*Children's Literature*		*3*
ED 200	*Children's Literature*		*3*
ED 207	*Field Experiences in Early Childhood*		*8*
**ED 215*	*Workshop in Early Childhood*	*3*	
**ED 216*	*Education of Young Children from Minority Groups*	*3*	*3*
**ED 217*	*Education of Exceptional Children*	*3*	

**Elective*

Group III -- 3 Credits

Courses selected by student from any other curriculum chosen by the student with advisement to complete a minimum of 65 credits

TOTAL: 65

Mater Dei College, Ogdensburg, New York 13669

The degree of Associate of Arts in liberal arts may be earned in the two-year nursery education program. Although the curriculum may be terminal, the nature of the program will permit transfer to upper-division colleges for advanced study in early childhood education. The nursery education program is planned to meet the changing demands for trained personnel working with pre-school children. The practicum taken during the second semester of the second year includes experience in a nursery school kindergarten, under supervision of college and public school personnel; a structured seminar in carried on as part of the course.

COURSES FOR PREPARATION IN NURSERY EDUCATION

First Year

1st Semester

Courses	*Credits*
Philosophy 101	*3*
English 101	*3*
**Foreign Language 101 or 102*	*3*
General Psychology 101	*3*
Mathematics 121	*3*
History 101 or 241	*3*
	18

2nd Semester

Courses	*Credits*
Theology 101	*3*
English 102	
**Foreign Language 101 or 202*	*3*
Developmental Psychology 204	*3*
Elements of Art 105	*3*
History 102 or 242	*3*
	18

**Summer School Program may be required to complete intermediate level of a modern language.*

Second Year

1st Semester

Courses	*Credits*
Theology 201	*3*
Physical Science 201	*3*
Discussion Techniques 209	*3*
Curriculum for Early Childhood Education	*3*
Foundations of Education Practice 201	*3*
Music 201	*3*
	18

2nd Semester

Courses	*Credits*
Philosophy 201	*3*
Earth Science 201	*3*
Children's Literature 205	*3*
Practicum in Early Childhood Education 204	*5*
Classroom Organization 202	*3*
	15

Auburn Community College, State University of New York, Franklin Street, Auburn New York 13021

The two-year program in nursery education affords a student the opportunity of earning an associate in applied science degree. The curriculum is designed to serve the needs of students interested in pre-school education. Although terminal, the nature of the program will permit transfer to upper division colleges for advanced work or for early childhood education.

Program: Nursery Education

MAJOR FIELD

Department	*Course*	*Credit Hours*
Art 103-104	*Essentials of Art I and II*	*6*
English 209	*Children's Literature*	*3*
Music 104	*Essentials of Music*	*2*
Psych. 103	*Human Growth & Development*	*3*
Psych. 104	*Adolescent Psychology*	*3*
Psych. 201-202	*Nursery School Principles and Practices I & II*	*6*
	TOTAL	*23*

NON-MAJOR FIELD

Department	*Course*	*Credit Hours*
English 101-102	*Freshman English I & II*	*6*
English 221	*Effective Speech*	*3*
Math. and/or Science	*Electives*	*6*
Sociology 101	*Introduction to Sociology*	*3*
Sociology 102	*Contemporary Social Issues*	*3*
Electives		*13*
Phys. Ed. 101-102	*Physical Education*	*2*
Health 103	*Health*	*1*
	TOTAL	*37*

Dutchess Community College, State University of New York, Randall Road, Poughkeepsie, New York 12601

The Associate of Applied Science Degree is awarded upon completion of requirements for this program. Provision is made to provide students a background in general education and specific skills necessary in working with pre-school children. The curriculum is designed to prepare students through class and laboratory experience to become assistant teachers of pre-school children. The college conducts an on-campus laboratory nursery school where students gain practical teaching experience under professional supervision.

Program

FIRST SEMESTER

Course No.	Descriptive Title	Credit Hours
NED 101	Child and Adolescent Development I	3
NED 103	Programs for Young Children	3
ENG 100	Introduction to Expository Writing	3
SOS 103	Introduction to the Behavioral Sciences	3
BIO 103	Man and His Environment I	4
		16

SECOND SEMESTER

NED 102	Child and Adolescent Development II	3
NED 104	The Child in the Group	2
NED 106	Expressive Materials Workshop	2
ENG 101	Composition: Language & Literature I	3
BIO 104	Man and His Environment II	4
HED 123	Contemporary Health Problems	4
		16

THIRD SEMESTER

NED 201	Personality and Guidance in Early Childhood I	2
NED 203	Participation and Analysis I	4
NED 205	Language and Literature	3
SOS 101	Introduction to Contemporary Society	3
Elective	Recommended Elective	3
PED 121	Physical Education I	1
		16

FOURTH SEMESTER

NED 202	Personality and Guidance in Early Childhood II	2
NED 204	Participation and Analysis II	5
SPE 101	Fundamentals of Public Speaking	3
Electives	Recommended Electives	5
PED 122	Physical Education II	1
		16

Hudson Valley Community College, State University of New York, Vandenburgh Avenue, Troy, New York 12180

The development of a state and national policy to promote programs of education for three and four year old children has accelerated the need for trained people in this field. To help meet this need, the college offers a two-year program with graduates receiving the associate in applied science degree. Applicants are selected on the basis of personal characteristics required for success in this field. In addition to basic liberal arts subjects given to all college students for intellectual and personal development, students in the program gain a broad understanding of the psychological, emotional, intellectual and developmental needs of young children and methods of meeting those needs. Techniques required for professional performance are taught through theory, observation and student teaching in nursery school situations. Students are required to provide their own transportation for sessions in off-campus facilities.

Students benefit in their greater understanding and enjoyment of young children. Graduates will find that their developed competance in working with young children will be very rewarding, both in their professional and personal lives.

Employment opportunities to serve as assistant teachers in the care and guidance of young children appear in a variety of settings: Day Care Centers, Nursery Schools, Kindergartens, Hospitals, Playgrounds, Day Camps, Recreation Centers, Head-Start Programs, Counselors in Children's Homes, Schools for Exceptional Children, Assistant Teachers in Public and Private Schools.

PROGRAM

First Year

1st Semester			*2nd Semester*		
2403	*English I*	*3*	*2404*	*English II*	*3*
8500	*Child Growth & Development*	*3*	*8501*	*Child Growth & Development*	*3*
8502	*Observing and Recording Children's Behavior*	*3*	*8503*	*Observing and Recording Children's Behavior*	*3*
2582	*Sociology*	*3*	*2583*	*Social Problems*	*3*
8504	*Creative Media*	*3*	*8505*	*Children's Literature and Language Development*	*3*
8401	*Physical Education*	*1*	*8402*	*Physical Education*	*1*
		16			*16*

Second Year

3rd Semester

2587	*Psychology*	3
8506	*Supervised Field Experience*	4
8508	*The Exceptional Child*	3
2050	*Introduction to Humanities*	2
	Elective (Sci.)	4
		16

4th Semester

2589	*Child Psychology*	3
8507	*Supervised Field Experience*	4
8509	*Music and Movement for the Young Child*	3
8510	*The Home, School & the Community*	3
	Elective (Sci. or Math)	3
		16

Nassau Community College, State University of New York, Stewart Avenue, Garden City, New York 11530

The program, leading to the degree of Associate in Applied Science, is completed by fulfilling special requirements. The Nursery Education curriculum is designed to prepare graduates for positions as assistants to teachers in private nursery schools as well as in pre-kindergarten classes in the public schools. Graduates may also transfer to four year colleges to pursue the baccalaureate degree towards teacher certification.

Program (Recommended): Nursery Education

1st Semester

Orientation		0
Eng. 101	*Composition I*	3
His. 101	*History of Western Civilization*	3
Bio. 107	*General Biology*	4
Art. 126	*Basic Arts & Crafts*	3
P.Ed.__	*Physical Education*	1
Mus. 101	*Music Appreciation*	3
		17

2nd Semester

Eng. 102	*Composition II*	3
His. 102	*History of Western Civilization II*	3
Bio. 108	*General Biology*	4
Psy. 203	*General Psychology I*	3
P. Ed.__	*Physical Education*	1
Mus. 119	*Piano I*	1
Ped. 101	*Personal & Family Health*	2
		17

3rd Semester

Math 101	Concepts of Mathematics	3
Psy. 213	Child Development	3
Soc. 201	Introduction to Sociology	3
Eng. 314	Literature for Children	3
Ned. 101	Intensive Child Study I	4
Mus. 103	Music Fundamentals	1
		17

4th Semester

Soc. 220	Sociology of the Family	3
Mat. 102	Introduction to Statistics	3
Ned. 103	History and Philosophy of Early Childhood Education	3
Spe. 101	Oral Communication I	3
Ned. 102	Intensive Child Study II (Practicum)	4
		16

Special Required Courses: Nursery Education

NED 101: Intensive Child Study I — *4 cr.*
Prerequisite: Permission of chairman and PSY 204; Corequisite: PSY 213

A systematic examination of facilities for the education of pre-school children. Field visits to public and private schools to provide the student with opportunities for observation and participation in nursery school and pre-kindergarten education programs. Emphasis on study of child development, methods, materials and content in pre-school programs. The roles, responsibilities, and duties of professional and semi-professional personnel.

(3 lecture, 3 laboratory hours)

NED 102: Intensive Child Study II — *4 cr (Practicum)*
Prerequisite: NED 101 and permission of chairman

Supervised field experiences in nursery schools and pre-kindergarten classes according to the student's needs. Lecture hour is devoted to discussion of problems encountered in field experiences.

(1 lecture, 9 laboratory hours)

NED 103: History and Philosophy of Early Childhood Education
Open to Nursery Education students only. — *3 cr.*

The principles and philosophical development of early childhood education, including sociological foundations and the emergence of current curricula.

Child Care

Staten Island Community College, City University of New York, 715 Ocean Terrace, Staten Island, New York 10301

The two-year child care program leads to the degree of Associate in Applied Science. This is a career program designed expressly to prepare high school graduates for careers in a variety of institutions specializing in child care. Completion of the program should prepare graduates to secure employment in positions as cottage parent, house parent and children's supervisor. In specialized courses, the student becomes acquainted with children's institutions and the kind of children for whom he will professionally care. Practical experience at cooperating institutions located on or near Staten Island supplements classroom study, to offer students the opportunity to view their function in a broader perspective.

Program: Child Care

		Class Lecture Hours	Lab Hours	Credit Hours
Semester 1				
Eng. II	*Communication Skills I or*			
Eng. 21	*English Composition I*	3	0	3
Math 4	*Elementary Statistics*	3	0	3
Ped. I	*Developmental Activities*	0	2	1
Psy. I	*Psychology*	3	0	3
CC I	*The Children's Agency*	4	4	6
		13	6	15 1/2
Semester 2				
Eng. 12	*Communication Skills II or*			
Eng. 22	*English Composition II*	3	0	3
Soc. I	*Sociology*	3	0	3
Psy. 4		3	0	3
CC 2	*The Child in Care*	4	4	6
Ped. 2	*Developmental Activities*	0	2	1
		13	6	15 1/2
Semester 3				
[1]*Elective*		3-4	0-3	3-4
CC 3	*Child Care Techniques*	2	9	5
Psy. 5	*Psychology of Personality*	3	0	3
[2]*Elective*		3	0	3
Ped. 3	*Developmental Activities*	0	2	1
CC 5	*Seminar in Child Care*	1	0	1
		12-13	11-14	15 1/2-16 1/2

Semester 4

CC. 4	Child Care Techniques II	2	9	2
[3]Electives	_____	6	0	6
Hed. I	Health Education	2	0	2
[4]Language		3-4	0	3-4
Ped. 4	Developmental Activities	0	2	½
		13-14	11	16½-17½

TOTAL: 63-65

[1]Electives to be chosen from mathematics, biological sciences, chemistry or geology in consultation with the program coordinator.

[2]Electives to be chosen from economics, government, or history in consultation with the program coordinator.

[3]Electives to include Soc. 7, Social Change, and Psy. 7, Group Dynamics.

[4]3-4 credits in Spanish to be chosen in consultation with the language department advisor.

Specialized Child Care Courses

CC I The Children's Agency

4 class hours; 4 lab hours per week

A study of the history, philosophy and ethics of child care; types of child care agencies, laws and standards governing agency management and the functions of persons employed in various staff positions. Emphasis placed on the duties of the child care worker. The laboratory experience includes field visits and in-home observation at a variety of child care agencies on Staten Island and the greater New York area (enrollment limited to child care curriculum students).

CC 2 The Child in Care

4 class hours; 4 lab hours per week

Survey of the individual and cultural differences and the disturbances in some children at institutions; special methods of care for those children and study of specific cases using actual records. Preparation of reports and records; the technique for effective communication. Laboratory experiences include observation of and written reports on the children at the hosting institutions.

Prerequisite: CC I

CC 3 Child Care Techniques I

2 class hours; 9 lab hours per week -- 5 credits

The theory and practice of child-centered cultures; recreation, creative activities, arts and crafts, music, literature, story-telling, homemaking practices, and pre-school experiences. Laboratory hours devoted to supervised direction of children's activities at participating agencies.

Prerequisite: CC 2

CC 4 Child Care Techniques II

2 class hours; 9 lab hours per week -- 5 credits

The nature of group living, problems of cottage management; problems of community day care operation; integration of child care theories. Laboratory time spent in at least two different types of agency.

Prerequisite: CC 3

CC 5 Seminar in Child Care

1 class hour per week -- 1 credit

A step by step analysis of the initiation and organization of community service agencies.

Prerequisite: CC 4

CCL 5 Child Care Laboratory

4 lab hours per week -- 2 credits

Adaptation and utilization of the analytic process in modifying or creating a new agency as an individual project.

Pre- or corequisite: CC 5

New York City Community College, City University of New York, 300 Jay Street, Brooklyn, New York 11201

The college will grant an Associate in Applied Science degree on completion of a major in Child Care and satisfactory study of required 71 hours.

The Child Care program is designed to train men and women to serve as assistant teachers in child care centers, pre-schools and other early childhood agencies.

Graduates will be qualified pursuant to the New York City Health Code to assume positions as assistant teachers within the city. With the rapid development of various pre-kindergarten programs under anti-poverty projects the shortage of trained personnel is becoming increasingly acute. Graduates may expect little difficulty in obtaining positions.

The curriculum consists of Liberal Arts core courses, specialized courses in child development and educational methodology. Intensive field work experience in community agencies and pre-schools will be provided.

Applicants should demonstrate an ability to work well under supervision, relate to children and enjoy working with them, possess some knowledge of music and/or of musical instruments and show imagination in devising activities to keep youngsters occupied.

Due to the nature of this course, the Child Care Program will evaluate each student at the conclusion of the second semester to determine fitness for continuing in the program

Child Care Program

Course No. & Title			*Credits*
B (E)	*101*	*Biology I*	*4*
CAS	*(or)*		
(CSE)	*101*	*Early Composition I*	*3*
CC	*101*	*Early Childhood Education I*	*1*
MA (E)	*172*	*Statistics*	*3*
PE (E)	*101*	*Physical Education I*	*0.5*
SS (E)	*101*	*Elements to Sociology*	*3*
SS (E)	*211*	*Introduction to Psychology*	*3*
			17.5

Second Semester

B (E)	*201*	*Biology II*	*4*
CAS	*(or)*		
(CSE)	*101.1*	*English Composition II*	*3*
CC	*201*	*Early Childhood Education II*	*1*
CC	*202*	*Curriculum and Program Planning for Young Children I*	*4*
PE (E)	*102*	*Physical Education II*	*0.5*
SS (E)	*102*	*Urban Sociology*	*3*
SS (E)	*213*	*Developmental Psychology I*	*3*
			18.5

Third Semester

CAS	*(or)*		
(CSE)	*301*	*Effective Speaking*	*3*
CC	*301*	*Early Childhood Education III*	*1*
CC	*302*	*Curriculum and Program Planning for Young Children II*	*4*
PE (E)	*103*	*Physical Education III*	*0.5*
SP (E)	*101***	*Spanish I*	*3*
SS (E)	*103*	*The Family*	*3*
SS (E)	*214*	*Developmental Psychology II*	*3*
			17.5

Fourth Semester

CAS	*(or)*		
(CSE)	*201*	*Perspective in Literature*	*3*
CC	*401*	*Supervised Instructional Experiences with Young Children*	*6*
HE (E)	*101*	*Health Education*	*2*
PE (E)	*104*	*Physical Education IV*	*0.5*
SP (E)	*102***	*Spanish II*	*3*
HU (E)		*Electives (Humanities)*	*3*
			17.5

The above four semester plan is for full-time day students.

***Students with appropriate prerequisites may substitute intermediate Spanish with the approval of the Foreign Languages department.*

Dutchess Community College, State University of New York, Pendell Road, Poughkeepsie, New York 12601

This curriculum is designed to train young men and women to work with children in a variety of institutions, as cottage parents, house parents, children's supervisors, and in other roles. Through general education and special courses, the student is acquainted with children's institutions and the kinds of children commonly cared for in them. He learns to work effectively as a member of the institution team. Skills for working with children are developed through study and practical field experience in the several institutions located within commuting distance of the college.

The Associate in Applied Science (A.A.S.) degree is awarded upon completion of requirements for this program.

Child Care Program

First Semester	Descriptive Title	Cr. Hrs.
CHC 101	The Children's Institution	6
CHC 103	Child and Adolescent Development I	3
+ENG 101	Introduction to Expository Writing	3
*SOS 103	Introduction to the Behavioral Sciences	3
		15
Second Semester		
CHC 102	The Institution Child	6
CHC 104	Child and Adolescent Development II	3
+ENG 101	Composition: Language and Literature I	3
SOS 101	Introduction to Contemporary Society	3
HED 123	Contemporary Health Problems	2
		17
Third Semester		
CHC 201	Child Care Techniques I	5
SPE 101	Fundamentals of Public Speaking	3
*Elective	Recommended Elective	3
BIO 103	Man and His Environment I	4
PED 121	Physical Education I	1
		16
Fourth Semester		
CHC 202	Child Care Techniques II	5
SOS 205	The Family	3
*Elective	Recommended Elective	3
BIO 104	Man and His Environment II	4
PED 122	Physical Education II	1
		16

+English 101-102 may be substituted for English 100-101
*Electives to be selected in consultation with faculty adviser.

Nassau Community College, State University of New York, Stewart Avenue, Garden City, New York 11530

This program is completed in two years and leads to the degree of Associate in Applied Sciences. This child care curriculum prepares students for positions as assistants in child care centers and residential facilities devoted to handicapped children. Students should be interested in working with children with mental and sensory disabilities, with physical handicaps or with emotional disturbances.

Child Care Program (Recommended)

First Semester

Orientation		*0*
ENG 101	*Composition I*	*3*
SOC 201	*Introduction to Sociology*	*3*
BIO 107	*General Biology*	*4*
ART 126	*Basic Arts and Crafts*	*3*
PED	*Physical Education*	*1*
MUS 100	*Music Appreciation*	*3*
		17

Second Semester

ENG 102	*Composition II*	*3*
SOC 202	*American Society*	*3*
BIO 108	*General Biology*	*4*
PSY 203	*General Psychology I*	*3*
PED	*Physical Education*	*1*
PED 101	*Personal and Family Health*	*2*
MUS 119	*Piano I*	*1*
		17

Third Semester

MAT 101	*College Prepatory Mathematics*	*3*
PSY 213	*Child Development*	*3*
SEV 103	*Psychology of Exceptional Child*	*3*
ENG 314	*Literature for Children*	*3*
SEV 101	*Community Field Service I*	*4*
MUS 103	*Music Fundamentals*	*1*
		17

Fourth Semester

MAT 102	*Introductory Algebra and Trigonometry*	*3*
SOC 220	*Sociology of the Family*	*3*
SPE 101	*Oral Communication*	*3*
SEV 103	*Community Field Service II*	*4*
PSY 212	*Adolescent Psychology*	
	or	
PSY 215	*Abnormal Psychology*	*3*
		16

[1]*This requirement may also be satisfied by HIS 103 and HIS 104*

Special Courses in Child Care

SEV 101: Community Field Service I — *4 cr.*

Prerequisite: Permission of Chairman

A systematic examination of facilities for the education and care of handicapped children. Field visits to day care centers and residential facilities to provide the students with opportunities for observation and participation. Emphasis on child development, content, methods, and techniques in child care and training programs. The roles of professional and semi-professional personnel. (3 lecture, 3 laboratory hours).

SEV 102: Community Field Service II (Practicum) — *4 cr.*

Prerequisite: SEV 101 and permission of Chairman

Supervised field experiences in day care centers and residential institutions according to the student's needs. Lecture is devoted to discussion of problems encountered in field experiences. (1 lecture, 9 laboratory hours).

SEV 103: Psychology of the Exceptional Child — *3 cr.*

Prerequisite: PSY 203
Corequisite: PSY 213

Psychological development and problems of gifted, mentally retarded, physically handicapped, maladjusted and disturbed children.

Niagara County Community College, State University of New York, 430 Buffalo Avenue, Niagara Falls, New York 14303

A One Year Certificate Program: Child Care Training

The ever-growing field of child care has developed an equally increasing demand for trained paraprofessionals possessing both theoretical and practical know-

ledge and experience, in this specialized field. Niagara County Community College is one of the first community colleges in New York State to offer this much-needed community service.

The one year program has been formulated to provide a combination of academic instruction and practical experience for the individual seeking a rewarding career involving children. Such an individual, upon satisfactory completion of the program may serve as a youth counselor in city, county or state institutions, teacher's assistant in public or provate nursery school or primary school, instructor of exceptional children, cottage parent in a residential children's home, or in other similar capacities. For those already working in child related occupations, the child care training program will provide the opportunity for professional development and career advancement.

Although the primary goal of the program is the development of paraprofessionals versed in the theory of child care and practical application, the two-semester study emphasizes in-service training. Students enrolled in the program receive practical experience in a wide diversity of child related institutions. Students already associated with a particular agency or institutions satisfy the in-residence requirements.

Required Course of Study

First Semester

CHI 674	*In Residence Training in Child Care I*	*5*
CHI 672	*Theory and Practice of Child Care I*	*4*
CHI 670	*Child Recreation and Creative Activity I*	*4*
CHI 670	*The Exceptional Child*	*3*
		16

Second Semester

CHI 675	*In-Residence Training in Child Care II*	*5*
CHI 676	*Theory and Practice of Child Care II*	*4*
CHI 677	*Child Recreation and Creative Activity II*	*4*
_____	*Elective*	*3*
		16

CHILD DEVELOPMENT

Maria Regina Junior College, 1024 Court Street, Syracuse, New York 13208

The degree of Associate in Applied Science is received upon completion of the program. As a technical program, Child Development offers a selection of specialized and liberal arts courses to prepare students for further study or for imme-

diate employment in beginning positions involving the care and supervision of small children. Liberal Arts courses for students in Child Development include English, mathematics, and philosophy; specialized courses include education and psychology, with a practicum at cooperating child-care institutions. Graduates from Child Development not proceeding with studies toward the baccalaureate may find internship employment under professional supervision in nurseries, orphanages, recreation programs, elementary schools, and hospitals.

Suggested Child Development Program

First Year -- First Semester

English	*Basic College English*	*3*
Psychology	*Child Growth and Development*	*3*
Religious Studies	*Introduction to Sacred Scripture*	*3*
Science	*General Biology*	*4*
Social Studies	*Sociology*	*3*
		16

First Year -- Second Semester

English	*Basic College English*	*3*
	Children's Literature	*3*
Physical Education	*Dance*	*1*
Psychology	*Child Growth and Development*	*3*
Science	*General Biology*	*4*
Social Studies	*Sociology*	*3*
		17

Second Year -- First Semester

Elective	*Fundamentals of Music*	*3*
English	*Survey of English Literature*	*3*
Mathematics	*Principles of Mathematics*	*3*
Philosophy	*Introduction to Philosophy*	*3*
Psychology	*General Psychology*	*3*
		15

Second Year -- Second Semester

Education	*Practicum in Child Development*	*3*
Elective	*Art Essentials*	*3*
English	*Survey of English*	*3*
Psychology	*General Psychology*	*3*
Religious Studies	*Comparative Religions*	*3*
		15

PRE-KINDERGARTEN

Harriman College, Harriman, New York 10926

The degree of Associate in Applied Science may be received through completion of the program.

In addition to the general objectives of Harriman College, the pre-kindergarten education curriculum aims specifically to stimulate in the students:

-an understanding of the background and professional skills necessary for working with pre-school children in various child care centers.
-an awareness of the fundamental nature and needs of pre-school children and the means of providing them.
-an ability to appreciate and manipulate the materials which stimulate learning and creativity in the young child;
-an adequate preparation through classroom and teaching experience to assist in the operation of nursery school programs.

The curriculum as planned will prepare qualified assistant teachers for day nurseries and child care centers. The campus laboratory school will give the students in this curriculum practical experience with children being educated in a fully operating nursery program.

This program will also provide a core program of foundation courses acceptable for transfer to a senior college toward a baccalaureate degree in early childhood education.

Program Summary: Pre-Kindergarten

A. General Liberal Education	*Credits*	*Semester Hours*
Philosophy and Religious Studies	*12*	*36*
English	*12*	
History of Western Civilization	*6*	
Science/Math	*6*	
		24
B. Pre-Kindergarten Education		
Child Development	*3*	
Principles of Pre-Kindergarten Education	*3*	
Pre-Kindergarten Curriculum	*3*	
Children's Literature and Storytelling	*3*	
Pre-School Arts and Crafts	*3*	
Pre-School Music and Rhythmics	*3*	
Observation and Seminar in Pre-Kindergarten Education	*2*	
Practicum in Pre-Kindergarten Education	*4*	*6*
	Total	*66*

PROGRAM OUTLINE-PRE-KINDERGARTEN

FIRST SEMESTER

Philosophy	3	
English Reading and Composition I	3	
History of Western Civilization II	3	
Principles of Pre-Kindergarten Education	3	
Pre-School Music and Rhythmics	3	
		15

SECOND SEMESTER

Philosophy	3	
English Reading and Composition II	3	
History of Western Civilization II	3	
Pre-Kindergarten Curriculum	3	
Pre-School Arts and Crafts	3	
Elective	3	
		18

THIRD SEMESTER

Religious Studies	3	
Introduction to World Literature I	3	
Math/Science Elective	3	
Children's Literature and Story Telling	3	
Child Development	3	
Observation and Seminar in Pre-Kindergarten Education	2	
		17

FOURTH SEMESTER

Religious Studies	3	
Introduction to World Literature II	3	
Math/Science Elective	3	
Practicum in Pre-Kindergarten Education	4	
Elective	3	
		16
	Total	66

CHILD STUDY

Cazenovia College, Cazenovia, New York 13035

The College has two programs in child study. The first program, Child Study Concentration is an emphasis within the liberal arts program as a foundation for further study or a career and leads to the degree of Associate in Arts. The second program, Child Study, preprofessional in design and within the history and social science department, leads to an Associate in Science degree. This program is organized to give the student both the theoretical knowledge and the practical skills needed for work with young children or for further education.

Program I: Child Study Concentration

Semester I

Psychology 101	*Introduction to Psychology*	*3*
Liberal Arts Electives[1]		*12*

January Session

(Child Study Work/Study Project)		*0*

Semester 2

Psychology 102	*Developmental Psychology I*	*3*
Child Study 101	*Observing and Recording Children's Behavior*	*1*
Liberal Arts Electives[1]		*12*

Semester 3

Child Study 201	*Child Study Practicum*	*3*
Child Study 203	*Pre-school and Kindergarten Curriculum and Methods*	*3*
Psychology 103	*Developmental Psychology II*	*3*
Liberal Arts Electives[1]		*6*

January Session

(Child Study Work/Study Project)		*0*

Semester 4

Liberal Arts Electives[1]		*15*
		61

[1]*Each student selects her liberal arts courses from several designated subject areas apportional among: a) the humanities, b) the natural sciences and mathematics, and c) the social sciences. All students must take at least two courses in each of the five areas as outlined below:*

Area		*Credit Hours*
I.	*Biology, Chemistry, Geology, Mathematics*	*6-8*
II.	*Economics, Government, History*	*6*
III.	*Anthropology, Psychology, Sociology*	*6*
IV.	*Art, Dance, Performing Arts, Music, Theater*	*6*
V.	*English Composition, Literature, Philosophy*	*6*

Program 2: Child Study

Semester I

Psychology 101	*Introduction to Psychology*	*3*
Liberal Arts Electives[1]		*12*

January Session

(Child Study Work/Study Project)		*0*

Semester 2

Child Study 101	*Observing and Recording Children's Behavior*	*1*
Psychology 102	*Developmental Psychology I*	*3*
Liberal Arts Electives[1]		*12*

Semester 3

Child Study 201	*Child Study Practicum*	*3*
Child Study 203	*Pre-school and Kindergarten Curriculum and Methods*	*3*
Psychology 103	*Developmental Psychology II*	*3*
Liberal Arts Electives[1]		*6*

January Session

(Child Study Work/Study Project)		*0*

Semester 4

Child Study 202	*Child Study Practicum*	*3*
Interdisciplinary 108	*Human Ecology*	*2*
Physical Education/ Recreation II	*Safety and First Aid*	*1*
Liberal Arts Electives[1]		*9*
		61

[1]*Each student selects her liberal arts courses from several designated subject areas apportioned among: a) the humanities, b) the natural sciences and mathematics, and c) the social sciences. All students must take at least two courses in each of the five areas as outlined below.*

Area		*Credit Hours*
I.	*Biology, Chemistry, Geology, Mathematics*	*6-8*
II.	*Economics, Government, History*	*6*
III.	*Anthropology, Psychology, Sociology*	*6*
IV.	*Art, Dance, Performing Arts, Music, Theater*	*6*
V.	*English Composition, Literature, Philosophy*	*6*

SPECIAL COURSES IN CHILD CARE

101 Observing and Recording Children's Behavior 1 credit

A weekly one-hour observation period in the Nursery School, in addition to a discussion and evaluation session with the instructor. Awareness and objectivity developed in the student's approach to children.

201, 202 Child Study Practicum 3 credits each

First Semester: The student is required to spend a minimum of six hours per week as an aide in the College Nursery School and public kindergartens and/or first grades. Second Semester: Continuation of Child Study 201 with additional concentration in giving the study planning immediate employment more responsibility and an awareness of problems of Nursery School Administration; parent-teacher relationships.

203 Preschool and Kindergarten Curriculum and Methods 3 credits

Instruction in planning daily programs for preschool and kindergarten. Special emphasis on creative art, music and movement, and related activities which encourage and develop basic learning skills.

Elizabeth Seton College, 1061 North Broadway, Yonkers, New York 10701

The program at the college leads to the degree of Associate in Applied Sciences. The Child Study Program at Elizabeth Seton College is designed to prepare its students 1) to understand and appreciate the growth process and potential of the preschool child; 2) to understand the role of the creative teacher in helping the child to unfold and develop; 3) to work directly under supervision with children in several different kinds of learning environments within the Yonkers community; 4) to gain knowledge and experience so as to function as an effective and creative teacher in such settings as nursery schools, head start programs, and day care centers. Students who complete the program at Elizabeth Seton College will be

qualified to function as assistants in a variety of early childhood educational settings, or to continue their education in a four-year college or university.

Specific Child Study Courses

101-102 Child Study I

This course covers the developmental processes of the child from the prenatal stages to adolescence. The psychology of the person is penetrated in depth on the physical, emotional, social, and intellectual levels.

Two lecture hours. Six Credits
Three laboratory hours in the Children's Learning Center or in a cooperating school.

103-104 Music for Children

Emphasizes the understanding of children's musical taste through a study of types of music, kinds of instruments, and various means of communicating sound and symphony orchestras. Includes concept formation in rhythm, harmony, and melody, as well as keyboard training in special chord patterns.

Two hours. Four Credits.

105-106 Creative Movement for Children

A child explores his world through movement. As a guide, the teacher helps the child toward self-expression and confidence. Freedom in movement is a first step.

One Hour. Two Credits

107-108 Children's Literature

Lectures, discussions, and readings with emphasis on children's literature at the nursery and kindergarten levels. Opportunity for students to write and illustrate their own stories. Emphasis in the second semester on reading and presentation.

Two hours. Four credits.

Psychology 101-102 Psychology of Human Behavior

201-202 Child Study II

Continuation of Child Study 101-102. Concentration on readings in psychology of the child, analyses of behavior of children, and evaluation of the preferred approaches to the motivation of learning.

Two seminar hours. Eight hours of laboratory in a pre-school setting.
Ten Credits.

203-204 Creative Experiences for Children

Coordinated program in the arts. Emphasis on creative self-expression in art, drama, dance, and music. Students may take the entire program, or may choose to specialize in one or two areas.

Three to Six Hours
Six to Twelve credits

General Requirements for All Programs

Humanities	*2 courses in Freshman English; 1 course in literature* *1 course from the following: art, drama, foreign languages literature, music, philosophy, religious studies* *3 courses in philosophy and religious studies, one in each area.*
Natural Sciences	*2 courses in science or mathematics, unless waived by agreement of the chairman of major department and academic dean in favor of additional courses in the major field or a sequence of languages.*
Social Sciences	*2 courses from the following: economics, history, political science, psychology, sociology.*

EARLY CHILDHOOD EDUCATION

Broome County Community College, State University of New York, Binghamton, New York 13902

The Early Childhood Education at Broome Community College is one of many in the state and country. Understanding young children is becoming recognized as most important in our society, for both parents and teachers. Parents are no longer content to put their children in nurseries, pre-schools and day care centers unless the children are in the hands of trained teachers and aides. "Babysitting" is no longer enough. And rightfully so.

At the same time there is more official recognition of the importance of Early Childhood Education not only for "Head Start" reasons but because psychologists agree that the pre-school child's socialization is crucial in his development as a mentally healthy, happy human being.

The college is meeting the current needs of the community as they develop. Courses for Home Day Care mothers are in the stages of development in conjunction with the various Social Service Departments in Broome County. Courses are currently

being developed to provide education studies for assistant teachers in public schools. Also important is the State of New York requirement that all those employed in State licensed nursery schools and day care centers have completed 12 credits in Early Childhood Education by 1972.

Training in Early Childhood Education is a guaranteed "good thing." There will always be young children and there will always be those who want the best for them.

Program: Early Childhood Education

The following program is tentative only! It has not been acted upon nor approved formally, either by the College or by the State University. It is published here only for general guidance, to help individuals select courses which later may be part of a formal program. During the year there will be further information about the program.[1]

[1] *From 1971-72 Catalog for Evening and Saturday Session, Broome Community College, p. 45.*

Tentative Requirements -- Diploma and Degree: Early Childhood Education

Courses required for matriculation as Degree Candidate

LA 701	*English*	*2 cr.*
LA 704	*Effective Speaking*	*2*
LA 710	*Psychology*	*2*
LA 730	*Sociology*	*2*
LA 711	*Child Development*	*2*
EC 001	*Introduction to Early Childhood Education*	*2*
EC 025	*Creative Activities I*	*2*
		14

Matriculation as Degree Candidate (Tentative)

Diploma Requirements (Early Childhood Education Diploma -- Tentative)

Matriculation Requirements -- above		*14*
LA 731	*Survey of Contemporary Social Problems*	*2*
LA 732	*Family and Marriage in Conporary Society*	*2*
EC 026	*Creative Activities II*	*2*
EC 080	*Practice Teaching I*	*2*
**Approved Early Childhood Education Electives*		*6*
Free Electives -- any field		*4*
		32

Diploma (Tentative

Degree Requirements (Tentative)		
(Diploma Requirements -- above)		*32*
EV 069	*Working with the Disadvantaged*	*2*
EC 085	*Practice Teaching II*	*6*
EC 050	*Social Psychology of Education*	*2*
EV 040	*Report Writing*	*2*
EC 051	*Family, Child and Community*	*2*
**Approved Early Childhood Electives*		*10*
Free Electives -- any field		*6*

AAS in Early Childhood Education (Tentative *62*
Minimum Semester Credits

**Approved Early Childhood Education Electives: ED 002, EC 003, EC 004, ED 030, EC 053, ED 090*

Specific Early Childhood Courses

ED 001 Introduction to Early Childhood Education
Fall Term (Two hr. Lec.) 2 Credits

A survey course for the "uninitiated." Through an informal setting, an opportunity to explore various aspects such as: transition from home to group experiences; physical arrangements of centers; program planning; play; development of concepts; literature; music; physical development; discipline; parental relationships. (Formerly EV 048 Introduction to Nursery Education)

EC 002 Fundamentals of Music
Fall Term (Two hr. Lec.) 2 Credits

Learn how to read musical notations for teaching nursery songs and planning simple accompaniments. Includes ear training. Aids the student in developing the ability to sing and transpose melodies at sight.

EC 003 Pre-School Music: Materials and Methods
Spring Term (Two hr. Lec.) 2 Credits
Prerequisite: Fundamentals of Music or permission.

Music for Pre-School children with emphasis on songs and instruments. Includes a review of basic harmony for accompaniment (emphasis on autoharp). Emphasizes the role that music plays in over-all learning and development. Includes a survey of current methods of musical instruction for pre-school children throughout the world.

*ED 004 Children's Literature -- Not offered 1971-72**

Exploring literature -- old and new -- for the very young. (Formerly EV 052 Children's Literature.)

EC 005 Nutrition
Spring term (Two hr. Lec.) 2 Credits

The basics of good nutrition with emphasis on children. Ideas on planning and preparing snacks and meals and teaching good nutrition to children.

EC 025 Creative Activities I
Fall Term (Two hr. Lec.) 2 Credits
Prerequisite: Introduction to Early Childhood Education

Activities, techniques and materials presented in language arts and physical development. Also sensory and visual perception and motor coordination activities and tests. Includes creative drama, field trips, circle time, listening skills, etc.

EC 026 Creative Activities II
Spring Term (Two hr. Lec.) 2 Credits
Prerequisite: Introduction to Early Childhood Education

Activities, techniques and materials presented in science, math, space and time concepts for pre-school children.

EC 030 Child's Creative World
2 Credits
Prerequisite: Introduction to Early Childhood Education

In this course teachers of young children will have an opportunity to experiment with and discuss a variety of materials and methods that will help them stimulate children toward a creative way of expression.

EC 050 Social Psychology of Education
2 credits

This course will discuss education as a process in which the inter-relationships of students, teachers, and administrators are viewed as functional flexible. Common classroom problems of discipline, conflict and control will be considered. Individual behavior, group behavior and the intertwining of the two will be primary topics. (Formerly NE 025, Social Psychology of Education).

EC 051 Family, Child and Community
2 Credits
Prerequisite: LA 711, Child Development and LA 732, Family and Marriage

A study of the commonalties and differences among various cultural, ethnic and minority groups. Characteristics attributed to particular cultural groups and the influences of these characteristics on child rearing patterns will be studied and discussed. Sensitivity to each child as a member of both his family and his community will be developed. The necessity for establishing rapport with and gaining respect from parents will be stressed. How to include parents in the nursery school will also be emphasized.

EC 053 Special Problems in Children
Spring Term (Two hr. Lec.) 2 Credits
Prerequisite: LA 711, Child Development and LA 710, Psychology.

How to understand and help the shy, aggressive, smothered, economically disadvantaged, emotionally disturbed, and physically and mentally handicapped. Topics will be flexible to meet the needs of the students.

EC 055 Trends in Early Childhood Education
2 Credits
Prerequisite: EC 001, Introduction to Early Childhood Education

An overview and insight into various philosophies of early childhood education, including Montessori, Bereiter-Engleman and the English Infant Schools. A comparative study of nurseries in the USSR, England, Israel, and the United States.

EC 075 Directed Observations
2 Credits
Prerequisite: Introduction to Early Childhood Education

A course in which students will visit and observe a variety of pre-school situations and then participate in related seminar activities. (Designed to gain better understanding of children's behavior and widen views on pre-schools.)

Hostos Community College, City University of New York, 535 East 80th Street, New York, New York 10009

Early Childhood Education

The rapid expansion of early childhood programs has created a need for personnel trained in the philosophy and methodology of working with young children. The program of early childhood education at Hostos Community College is designed to prepare students with the background, knowledge, and skills for employment in schools, day care centers, and other agencies providing programs for infants and young children.

The course of study combines classroom instruction with workshops, seminars and field experiences. Students have an opportunity to apply theoretical knowledge through firsthand experiences in the methods and materials of instruction and by observation and participation in early childhood programs.

Program of studies leading to A.A.S.

Degree in Early Childhood Education

	Minimum credits
English	*6*
Biology	*2*
Behavioral Sciences (to include 2 units mental health)	*13*
Social Science	*5*
Math	*2*
Health Core	*2*
Contemporary Health Issues	*2*
School Health Issues	*2*
Speech	*2*
Life Skills	*1*
Methods of Teaching Young Children	
Children's Literature	*4*
Management of Early Childhood Programs	*2*
A-V Material	*2*
Field Experience	*8*
Electives	*7*
	66

Specific Courses: Early Childhood Education

Groupings of Modules into Course Equivalents

ECE 001 Programs for Young Children; ECE 002 Foundations in Early Childhood Education. Semester course (3 credits) in foundations in early childhood education.

ECE 003 Curriculum in Early Childhood Education I -- Parts A and B. Semester
ECE 004 course (2 credits) in language arts activities in early childhood education.

ECE 005 Curriculum in Early Childhood Education II -- Parts A and B. Semester
ECE 006 course (2 credits) in art activities in early childhood education.

ECE 007 Curriculum in Early Childhood Education III -- Parts A and B. Semester
ECE 008 course (2 credits) in music and rhythmic activities in early childhood education.

ECE 009 Curriculum in Early Childhood Education IV -- Parts A and B. Semester
ECE 010 course (2 credits) in social science and science activities in early childhood education.

ECE 011 Field Experience in Early Childhood Education I and II. Semester course
ECE 012 (2 credits) in observation in early childhood education.

ECE 013 Field Experience in Early Childhood Education III and IV. Semester course
ECE 014 (3 credits) in supervised field participation in early childhood education.

Maria College, 700 New Scotland Avenue, Albany, New York 12208

Completion of the program leads to the degree of Associate in Applied Science.

Program: EARLY CHILDHOOD EDUCATION

Theology	*6*
English	*6*
General Psychology	*3*
Child Psychology	*3*
Adolescent Psychology	*3*
Sociology	*3*
Natural Science	*7-11*
Nursery School Education	*3*
Color and Design	*2*
Introduction to Music	*2*
Music Methods	*3*
Creative Activities	*4*
Children's Literature	*3*
Child Health	*3*
Observation & Experience	*7*
Physical Education	*2*
Electives	*6-2*

Specific Courses in Early Childhood Education

Ed. 103 NURSERY SCHOOL EDUCATION (3) This course aims to build fundamental values essential to the worthwhile establishment of the nursery school; to clarify understanding of factors which influence nursery school content; to aid in the development of a concept of nursery school; to develop an awareness of those practices necessary for sound pre-school training based on the needs of children and parents; to emphasize the importance of observation and guidance of individual growth in a nursery school situation.

Ed. 105 CREATIVE ACTIVITIES I (2) This course is especially designed for students preparing to work with nursery school and primary grade children. It includes: introduction to materials, current theories of child art; evaluation of their art work, and the planning of meaningful program of art activities for children of this age group; studio experience with various materials and techniques. (One lecture and one two-hour studio class).

Ed. 107 METHODS AND MATERIALS OF MUSIC IN THE PRIMARY SCHOOL (2) A general overview of the methods that a teacher should employ in presenting her material; rote singing, music reading, ear training, tone production and rhythm. Criteria to be employed in choosing materials is included. Required of nursery education majors.

Prerequisite: FA 105 or special qualifying test.

Ed. 201 OBSERVATION OF CHILDREN (3) The study of the behavior of children as individuals and in groups is pursued in the light of current research in child development. Techniques of observation and recording of behavioral patterns are evaluated. Regular periods of observation in the nursery school are assigned. Two class hours; three hours of observation per week.

Ed. 202 EXPERIENCES WITH CHILDREN (4) Directed participation with young children and their teachers at the Campus Nursery School and in related agencies of the local community for an eight week period. Two class hours; six lab hours.

Ed. 203 CREATIVE ACTIVITIES II (2) Playground supervision, rhythms, dance, games, ball activities, and methods and material used in physical education designed for young children.

Ed. 206 CHILD HEALTH (3) A positive health program which emphasizes the importance of good mental health, adequate nutrition, prevention of illness, rehabilitation, and the use of community health agencies in the development of an individual's constructive potentialities for self-realization and effective inter-personal relationships.

Trocaire College, Buffalo, New York 12440

The curriculum in this program leads to the degree of Associate in Applied Science, specialized courses in pre-school education. The campus nursery school provides a laboratory in which students can observe the educational experiences of the young child. Within this environment the student has an opportunity to work in a controlled situation under the supervision of a master teacher.

Upon completing her course, the graduate may continue her education in a four year college if she is interested in teaching in the elementary school, or she may go into immediate employment.

Program: Early Childhood Education

First Year -- First Semester	*Credits*
English Composition	*3*
Modern European History	*3*
General Biology	*4*
General Psychology	*3*

First Year -- Second Semester

Introduction to Literature	*3*
Modern European History	*3*
General Biology	*4*
Developmental Psychology	*3*
Early Childhood Education	*3*
	16

Second Year -- First Semester

English	*3*
Curriculum Planning & Methods I	*3*
Sociology	*3*
Electives	*6*
	15

Second Year -- Second Semester

English	*3*
Curriculum Planning & Methods	*3*
Sociology	*3*
Electives	*6*
	15

Programs: Educational or Teaching Aide, Assistant or Associate

In this category of school paraprofessionals the New York State junior colleges title their programs as Educational Aide, Educational Assistant, Educational Associate, Teacher Aide and Teacher Associate. In each case the paraprofessional will work primarily under supervision of a teacher, -- the degree of responsibility decided in terms of the unique situation, the administrative policy existing in the schools, and the form of the completed program.

Two levels of programs exist. The first level is usually a one-year college certificate program and is normally limited to Educational Aides and Teacher Aides. The second level is a two-year program and generally includes Educational Assistant, Educational Associate and Teacher Associate. It is to be noted that the college program titles and descriptions do not always agree with these definitions. This may be expected since in this new and rapidly expanding work area there is no universal acceptance of definitive role, except, perhaps, that prescribed by law.

On May 9, 1969, the New York State legislature passed the following laws. Review of this legislation may be helpful in arriving at an understanding of the differences between the levels of programs.

> 3009.2.a Not withstanding any other provision of law to the contrary, the school authorities of any district shall have the power, in their discretion, to employ persons as teacher aides who shall assist the regular teacher or teachers of the district in the performance of their teaching functions by performing those non-teaching duties otherwise performed by such regular teacher or teachers.
>
> b. Not withstanding any other provision of law to the contrary, the school authorities of any school district shall have the power, in their discretion, to employ persons as teaching assistants. Such persons, if so employed, shall be authorized to act only under the general supervision of a licensed or certified teacher.

Table IV. Types of College and General Area: Educational Aide, Assistant, Associate

Types of College	Number
Ag. & Tech. College	0
Community College (CUNY)	5
Private Junior College	3
Community College (SUNY)	3
TOTAL	11

Table V: Specific Title of Programs within General Area of Educational or Teaching Aide, Assistant or Associate

Program	Ag. & Tech. Coll	Comm Coll. (CUNY)	Private Jr. Coll.	Comm. Coll. (SUNY)	TOTAL
Educational Aide	0	0	0	1	1
Educational Assistant	0	0	0	1	1
Educational Associate	0	5	0	1	6
Teacher Assistant	0	0	3	1	4
Teacher Aide	0	0	0	1	1
TOTAL	0	5	3	5	13

Educational Aide

Auburn Community College, State University of New York, Franklin Street, Auburn, New York 13021

This is a certified program providing educational opportunities for persons who do not desire to attain a two year college degree immediately but who desire to acquire specific skills as an educational aide. In order to receive the certificate an average of 2.000 (C) is required together with completion of all the courses listed in the program.

Program: Educational Aide

Department	*Course*	*Credit Hours*
English 101	*Freshman English I*	*3*
English 221	*Effective Speech*	*3*
Psychology 103	*Human Growth and Development*	*3*
Sec. 101	*Elementary Typewriting I*	*3*
Sec. 208	*Sec. Office Machines*	*2*
		14
	Option I -- Classroom Aide	
Art 103	*Essentials of Art I*	*3*
Music 104	*Essentials of Music*	*2*
Psychology 201-202	*Nursery School Principles and Practices I-II*	*6*
		11
	Total	*25*

Educational Assistant

Herkimer County Community College, State University of New York, Illion, New York 13350

This is a one year certificate program to prepare students for immediate entry into positions as auxiliary personnel in education requiring past high school training of less than Associate Degree level.

Program: Education Assistant

1st Semester	*Credits*
English	*3*
Psychology	*3*
Library Resources	*3*
Audio-visual Methods and Materials	*3*
Typing	*2*
TOTAL	*14*

2nd Semester	
Speech	*3*
Human Growth and Development	*3*
Sociology	*3*

Office Machines	2
Health & First Aid	3
Typing	2
TOTAL	16

Total Credits Required 30

Educational Associate

Bronx Community College, City University of New York, 120 East 184th Street, The Bronx, New York 10468

In 1969, Bronx Community College became the first community college in New York State to offer an Education Associate curriculum in early childhood and elementary education, leading to an Associate in Applied Science degree transferrable to a four year baccalaureate program.

The Education Associate Program, conducted in the later afternoons and evenings, allows designated kindergarten level assistant teachers employed by the Board of Education of the City of New York to participate in a two-year transfer program which meets license requirements for the position of associate teacher. Registration is limited to availability of college facilities.

Program: Educational Associate

Core Requirements

ENG 13	*Fundamental Composition*	3
SPH 11	*Speech Fundamentals*	3
MTH 11	*Intro. College Mathematics I*	3
HIS 11 or 12	*History of Western Civilization*	3
HLT 91	*Critical Health Issues*	2
EDU 11	*Seminar & Practicum in Education and the Behavioral Sciences*	4
EDU 21	*Seminar and Practicum in Education and Communication*	4
EDU 31	*Seminar and Practicum in Education and the Art Forms*	4
EDU 41	*Problems and Issues in the Teaching Profession*	3

Distribution Electives

Art and Music	2
Humanities (English, Speech, Modern Language -- at least 3 in English)	6-7
English and Speech	4

Social Science and History	*6*
+Science (Biology, Chemistry, Physics)	*4*
Free Electives	*10*
	64-65

Herkimer County Community College, Ilion, New York 13350

The program leads to the degree of Associate in Applied Science and is designed to prepare paraprofessionals to provide a variety of services in the elementary and secondary schools, to support the teacher in providing an effective climate for learning.

Program: Educational Associate

1st Semester	*Credits*
English	*3*
Sociology	*3*
Psychology	*3*
Science	*3*
Foundations of Education	*3*
Typing	*2*
TOTAL	*17*

2nd Semester	*Credits*
Speech	*3*
Human Growth & Development	*3*
Public School Organization & Administration	*3*
Mathematics	*3*
Audio-Visual Methods & Materials	*3*
Typing	*2*
TOTAL	*17*

3rd Semester	
Introduction to Literature	*3*
Office Machines	*2*
Education Practicum	*3*
Library Resources	*3*
Music or Art Elective	*3*
TOTAL	*14*

4th Semester	
Social Science Elective	*3*
Independent Project	*3*
Child, Family & Community Health	*3*
**Music or Art Elective or Physical Education-Recreation*	*3*
Literature for Children	*3*
Health & First Aid	*2*
TOTAL	*17*

**May be used to satisfy the Physical Education requirement*

Kingsborough Community College, City University of New York, Manhattan Beach, Brooklyn, New York 11235

Completion of this program leads to the degree of Associate in Applied Science. High School graduates are not eligible to take this program, unless they have been appointed by the New York City Board of Education as Educational Assistants.

Recommended Program: Educational Associate

1st Semester

English 12	*Freshman English*	*3*
Speech 21	*Oral Communication*	*2*
Education 33	*Education in a Modern Society*	*3*
Psychology 11	*General Psychology*	*3*
Mathematics[a]		*3*
Health Educ. 11	*Foundations of Health*	*2*
Phys. Ed. 1	*Physical Education*	*½*
		16½

2nd Semester

English __		*3*
Art __		*2*
Psychology 32	*Human Growth and Development*	*3*
Elective[b]		*3*
Seminar and Practicum in Education 34		*4*
Physical Education 2		*½*
		15½

[a] *Choice of Mathematics depends upon previous preparation*

[b] *Sociology is recommended*

3rd Semester

English __		*3*
History 11	*American Civilization I*	
	or	
History 31	*The Comtemporary World, Europe*	*3*
Science 31	*History and Philosophy of Science*	*2*
Music		*2*
Elective		*2*
Seminar and Practicum in Education 35		*4*
Physical Education 21		*½*
		16 ½

4th Semester

English		3
History 12	*American Civilization II*	
	or	
History 32	*The Contemporary World, Asia*	
	or	
History 33	*The Comtemporary World, Africa*	3
Science 32	*History and Philosophy of Science*	2
Elective		3
Seminar and Practicum in Education 36		4
Physical Education 22		½
		15½

TOTAL CREDIT: 64

Special Courses: Educational Associate

EDU 33 *Education in Modern Society. Fall and Spring. 3 Credits*

A study of educational processes in relation to contemporary society. Covers cultural forces and institutions helping to shape education along with resulting issues and problems. The school as an institution of education, its guiding theories and basic practices are coupled with the role of the teacher in order to make comparisons to education in other countries. 3 hours per week.

EDU 34 *Seminar and Practicum in Education and the Behavioral Sciences*
Fall and Spring. 4 Credits
To be taken by students in Educational Associate Program only.

The role of the paraprofessional in education is examined. Selected aspects of educational foundations, sociology and child psychology provide a base from which the paraprofessional's relationships to students, peers, teachers and supervisors are studied. 12 hours per week. 10 hours field work. Prerequisites: EDU 33, PSYCH 11.

EDU 35 *Seminar and Practicum in Education and Communication Skills.*
Fall and Spring. 4 Credits.
To be taken by students in Educational Associate Program only.

Students explore the nature of task-oriented and pupil-oriented activities in relation to communication skills, helping pupils to improve and develop special communication skills, both written and spoken. 12 hours per week. 10 hours field work. Prerequisites: EDU 34, ENG 12, SPEECH 21.

EDU 36 *Seminar and Practicum. Fall and Spring. 4 Credits*
To be taken by students in Educational Associate Program only.

Assists students in developing an understanding of the functions of art activities for the young child. The goal is to enable them to encourage creative thinking in the child by relating art forms to the youngster's world. Prerequisites: EDU 35,

MUSIC 31, ART 31. 12 hours per week. 10 hours field work.

LaGuardia Community College, City University of New York, 31-10 Thomson Avenue, Long Island City, New York 11101

A student, on completion of the program, is eligible for the degree of Associate in Arts.

Program: Education Associate[1]

	Credits
Communication Skills	
Interpersonal Communications (English 1,2)	*6*
Structure of the Number System 1,2	*6*
Urban Core Curriculum (Liberal Arts and Science Intensive)	*9*
Practicum	*9*
Education Associate Curriculum requirements including the following subjects:	*23*
Psychology 1,2	
Sociology 1,2	
Music	
Art	
Science	
Science Laboratory	
Seminar	
Liberal Arts Electives	*9*
Other Electives	*5*
	67

[1] *From Interim Information Bulletin 1971-72*

New York City Community College, City University of New York, 300 Jay Street, Brooklyn, New York 11201

The Educational Associate Program is designed to prepare men and women to serve as associate classroom teachers in the lower grades. Students are recruited from among those working as educational assistants in the New York City school system. Upon completion of the Associate Degree, the student is promoted to the Board of Education's position of Education Associate.

The curriculum consists of Social Science and Liberal Arts courses, as well as specialized courses in education and child development. Credit is given for work experience and students are exposed to the newest ideas and practices in the field of education.

This program is only offered to those employed as educational assistants by the Board of Education of the City of New York. Graduates are eligible to transfer to a baccalaureate program in education in one of the senior colleges of the City University of New York.

Program: Education Associate

The College will grant an Associate in Applied Science Degree (A.A.S.) with a major in Education upon satisfactory completion of the required 64 credits listed below:*

1st Semester		*Credits*
EDA 101	*Seminar and Practicum*	*3*
CAS 101	*English Composition I*	*3*
HE 101	*Health Education*	*3*
HU 103	*Survey of Art History*	*2*
MA 101	*Modern Mathematics: The Theory and Application of Arithmetic*	*3*
SS 211	*Introduction to Psychology*	*3*
		16

2nd Semester		
PE 101	*Group Games I*	*0.5*
EDA 203	*Principles and Practices of Early Childhood Education*	*3*
EDA 201	*Seminar and Practicum*	*3*
CAS 101.1	*English Composition II*	*3*
SS 101	*Elements of Sociology*	*3*
	Elective (Liberal Arts)	*3*
		15.5

3rd Semester		
PE 102	*Group Games II*	*0.5*
EDA 303	*Current Problems in Urban Education*	*2*
EDA 301	*Seminar and Practicum*	*3*
B 500	*Elements of Human Biology*	*4*
CAS 301	*Effective Speaking*	*3*
SS 401	*American Government*	*3*
		15.5

4th Semester

EDA 403	*Psychological Foundations of Education*	*3*
	Education	*3*
EDA 401	*Seminar and Practicum*	*3*
CAS	*Elective (Literature)*	*3*
SS	*Elective (Social Science*	*3*
	Elective (Liberal Arts)	*3*
HU 203	*Appreciation of Music*	*2*
		17

Special Courses: Education Associate

EDA 203 *Principles and Practices of Early Childhood Education*

Basic concepts of the child's social, intellectual and emotional development and application of these concepts to methodology and programming in early childhood education. Prerequisite: SS 211. 3 cl hrs, 3 cr.

EDA 303 *Current Problems in Urban Education*

A study of the forces shaping contemporary education with the resulting issues and problems. An overview of the innovative approaches being developed toward solutions of these problems. Field trips and guest lecturers will provide enrichment and enlargement of the students' classroom experiences. Prerequisite: SS 101. 2 cl hrs, 2 cr.

EDA 403 *Psychological Foundations of Education*

An examination of the concepts and principles of the learning process with emphasis on current research. Topics include basic conditioning, motivation, retention, transfer and reinforcement of learning. Prerequisites: SS 211, EDA 203. 3 cl hrs, 3 cr.

EDA 101, 201, 301, 401
Teacher Education Seminar and Practicum

A cooperative program which integrates work performed in the field with the academic program. Using the seminar method, the class will share, analyze, evaluate and extend the students' professional experiences. A comprehensive term report is one of the course requirements. 1 cl hr, 6 lab hrs, 3 cr.

ED(E) 801 *Methods and Materials in Education*

Introductory courses covering two broad areas: educational psychology and methods and materials of teaching. Topics such as: growth and development; intelligence, learning theory, motivation, and problem solving serve as the basis for a comprehensive analysis of the approaches and techniques of effective teaching. Prerequisite: None. 2 cl hrs, 2 cr.

ED(E) 802 *Educational Organization and Administration*

A course focusing on the goals of modern formal education; historical backgrounds of American education; the organization of the American system at federal state and local levels; and educational administration. The school program including curriculum, curriculum evaluation, and functions, duties, and interrelationships among administrative, supervisory, instructional, and service personnel are considered. Prerequisite: None. 2 cl hrs, 2 cr.

Staten Island Community College, City University of New York, 715 Ocean Terrace, Staten Island, New York 10301

The purpose of this curriculum is two-fold. A first immediate purpose is to prepare students to enter school systems and private schools as education associates and thus relieve the teacher of many routine tasks he or she is now obliged to accomplish. It is designed for persons currently employed by the Board of Education, New York City.

Upon successful completion of the program, students will be granted the A.A.S. degree which will qualify them for the position of education associate. Graduates may also choose to transfer into a senior college of the City University, where they will be admitted as full-time matriculated transfer students, and will not be required to make up any high school deficiencies.

Program: Education Associate

Semester 1	*Lab Hours*	*Credit Hours*
Engl 11, Communications Skills I or *Engl 21, English Composition*	*0*	*3*
Ed 33, Education in Modern Society	*0*	*3*
Psyc I, Psychology	*0*	*3*
Elective[a]	*0*	*6*
Mathematics[b]	*0*	*3*
Ped I, Development Activities	*2*	*½*
		18½
Semester 2		
Engl 12, Communications Skills 2 or *Engl 22, English Composition 2*	*0*	*3*

Art 61, Creative Expression	4	2
Psyc 4, _____	0	3
Spch 1, Speech	0	2
Mus 5, Music for Children	0	3
Ed 34, Seminar and Practicum in Education and the Behavioral Sciences	6	4
Ped 2, Development Activities	2	½
		17½

Semester 3

Elective[c]	0	3
Bio 300, Biological Sciences I	3	4
Elective	0	3
Soc 1, Sociology	0	3
Ed 36, Seminar and Practicum in Education and Communication Skills		
or		
Ed 37, Seminar and Practicum in Education and the Art Forms	6	4
Ped 3, Development Activities	2	½
		17½

Semester 4

Elective[c]	0	3
Hed 1, Health Education	0	2
Elective[d]	0-8	2
Soc 5, Problems of Minority Groups	0	3
Ed 35		
or		
Ed 36		
or		
Ed 37	6	4
Ped 4, Development Activities	2	½
		14½

TOTAL: 68 Credits

[a] Foreign Language Elective -- Students are advised to take a course in Spanish since public schools in New York have so many Spanish speaking pupils. Students with 3 years of high school Spanish should take a placement test to determine the language level. Other students should consult an advisor.

[b] Mathematics Elective -- Choice depends on previous preparation of the student. Math 15, Fundamental Concepts of Mathematics I, is recommended.

[c] Social Science Elective -- To be chosen in consultation with the departments of economics, government, and history and/or psychology, sociology and philosophy.

[d] BT I and BT 2 (Typing I and 2) are recommended for those who have not studied typing.

Specific Courses: Education Associate

ED 33 EDUCATION IN A MODERN SOCIETY 3 cr.

The study of educational processes in relation to contemporary society. Cultural forces and institutions helping to shape education and some resulting issues and problems. The school as an institution of education, its guiding theories and basic practices. The role of the teacher. Pertinent references to education in other countries. 3 cl hrs. per wk.

ED 34 SEMINAR AND PRACTICUM IN EDUCATION AND THE BEHAVIORAL SCIENCES 4 cr.

The seminar deals with the work experience in the classroom and the academic content of behavioral science courses, such as psychology, education and sociology. 8 hrs. per wk: 2 cl. hrs., 6 hrs. field work.

ED 35 SEMINAR AND PRACTICUM IN EDUCATION AND COMMUNICATION SKILLS 4 cr.

The seminar deals with the work experience in the classroom and the academic content of courses in communication skills, such as English and speech. 8 hrs. per wk: 2 cl. hrs., 6 hrs. field work.

ED 36 SEMINAR AND PRACTICUM IN EDUCATION AND THE ART FORMS 4 cr.

The seminar deals with the work experience in the classroom and the academic content of courses in the arts, such as music, art, dance, and drama. 8 hrs. per wk: 2 cl. hrs, 6 hrs. field work.

ED 37 SEMINAR AND PRACTICUM IN MATHEMATICS-SCIENCE EDUCATION 4 cr.

Survey of the content of elementary science and mathematics and discussion of appropriate materials and techniques. 8 hrs. per wk: 2 cl. hrs., 6 hrs. field work.

TEACHER ASSISTANT

Hilbert College, 5200 South Park Avenue, Hamburg, New York 14075

Successful completion of the program meets the requirements for the degree of Associate in Applied Science. The teaching assistant program offers specialized courses which enable the graduate to assist the professional teacher.

Program: Teaching Assistant

	Credit Hours
English (En. 101, College Writing, En. 102, Introduction to Literature, En. 210, Children's Literature)	*9*
Social Sciences	*6*
Natural Sciences/Mathematics	*11*
Religious Studies	*4*

Education	
(Ed. 105, Art Education, Ed. 201, Reading Instruction Ed. 230, Educational Psychology, Ed. 260, Internship and Seminar)	*20*
Library Technology (LT 114)	*3*
Electives	*11*
	64

Courses in the Division of Education

ED 105 ART EDUCATION (3)

To acquaint the student with the phase of art in the curriculum, methods of art education and to help him develop the ability to stimulate creative art activities in children of elementary school age. (Education students only)

ED 201 READING INSTRUCTION (3)

A study of foundations and bases for teaching reading. Objectives, preparatory phases, beginning reading, developmental programs, and worktype and recreational reading will be considered.

ED 217 PHILOSOPHY OF EDUCATION (3)

Study of the philosophical bases of the various "isms", their educational implications and applications; discussion of various philosophies, in the light of current educational practices.

ED 218 FOUNDATIONS OF EDUCATION (3)

The milieu and its relation to education; development of American education; pressures and problems of teaching and of the school; the teacher and the learner; the systems of education in the United States.

ED 225 EVALUATION IN EDUCATION (3)

To acquaint the student with the formulation of behavioral objectives, characteristics of teacher-made and standardized testing instruments; construction of an achievement test and discussion of various formal and informal evaluative instruments and techniques.

ED 230 EDUCATIONAL PSYCHOLOGY (3)

The application of general principles of psychology to the problems of learning and teaching, stressing child nature, individual differences and the learning process. (Prerequisite: PSY 101-102)

ED 240 INDIVIDUALIZED INSTRUCTION IN THE SCHOOLS (3)

A study of the recent innovations aimed at individualizing classroom instruction. Special emphasis will be placed on team teaching, ungraded placement, and programmed

ED 260 INTERNSHIP AND SEMINAR (3)

Actual experience in a classroom situation to provide the teaching assistant with practical applications of principles of learning and small group instruction. The student will be required to attend a one-hour seminar on campus and spend a minimum of twelve hours in observation and participation in a cooperating school each week. (Prerequisite: consent of instructor).

ED 261 SEMINAR IN ELEMENTARY EDUCATION (3)

An analytic study of objectives, materials, methods of planning and techniques of instruction for beginning elementary school teachers.

Mohawk Valley Community College, State University College, 1101 Sherman Drive, Utica, New York 13501 and Rome Extension Center, Floyd Avenue, Rome, New York

Certificates will be awarded to students successfully completing the program. Teacher Assistants are employed to provide direct instructional service to students under the supervision and guidance of a certified teacher. Duties include, but are not limited to, the following:

1. working with individual pupils or groups of pupils on special instructional projects;
2. providing the teacher with information about pupils which will assist the teacher in the development of appropriate learning experiences;
3. assisting pupils in the use of available instructional resources, and assisting in the development of instructional materials;
4. utilizing their own special skills and abilities by assisting in instructional programs in such areas as: foreign languages, arts, crafts, music, and similar subjects; and
5. assisting in related instructional work as required.

To successfully perform these duties, teacher assistants must have a basic knowledge and understanding of the teaching process. They need to be aware of human growth and development, and to understand the relationship of growth and development to the planning and procedures of teaching. It is extremely important that they understand what, why and how teachers are trying to teach children.

The program has been designed to provide students with the knowledge and skills necessary to successfully perform the duties of the Teacher Assistant.

Program: Teacher Assistant

Admission Requirements

To enroll in the program applicants shall have completed a four-year high school program or its equivalent.

Child Development: Physical, Mental, Social, Emotional

Emphasis upon progressive development of human capabilities, the importance of "readiness" for academic learning; development of self concept, the importance of activity; heredity and environment. Common types of problems in child adjustment: intellectual retardation, emotional disturbances, minimal brain injury, common physical handicaps, effects of overprotection and affectional deprivation on child behavior.

The Teacher Assistant and the Instructional Program

Testing: standardized tests, teacher made tests, correcting tests; checking homework and workbooks; recording and tabulating grades, determining and reporting academic weaknesses of students; listening to students read; reading to children; helping students study; helping students make up work lost during absence; giving or repeating teacher-prepared instruction.

Methods of Assisting: The Slow Learner or the Handicapped

Special problems related with the education of the slow learner or the handicapped; assisting in the achievement of acceptable goals in the basic subject areas of reading; written and oral expression, mathematics and spelling.

Methods of Assisting: Special Areas

The role of the teacher assistant in the teaching of art, music, physical education, socio-drama activities.

Villa Maria College, Buffalo, New York 14225

The curriculum for the teacher assistant combines the liberal arts with courses in skills required for the teaching-learning process and leads to the degree of Associate in Applied Science. The student may select courses preparatory for functions in one of three areas: (1) primary grades; (2) schools for the emotionally disturbed child; (3) schools or centers for the mentally retarded.

Program: Teacher Assistant

I	*CRS.*	*Interim*		*II*	*CRS.*
College English	*4*	*Religious studies or Social Science Elective*	*4*	*Sociology or Religious Studies*	*3*
Child Growth & Development I	*3*			*College English II*	*4*
Mathematics	*3*			*Child Growth & Development II*	*3*
Natural Science	*4*			*Natural Science*	*4*
Physical Education	*1*				
Religious Studies	*3*	*Introduction to Education*	*4*	*Role of Teacher Assistant*	*6*
Philosophy	*3*			*Language Arts in Primary grades*	*3*
Reading in Primary grades	*3*			*A-V Materials and Equipment*	*3*
Creative Arts & Crafts for Children	*3*				

Courses in Psychology and Education Applied to Program

PL 102 *GENERAL PSYCHOLOGY II* *3*

Topics include principles of human behavior and application to the integrity of individual personality and society. The process of learning, remembering, conditioning, personality development, social behavior, testing and its application; normal, abnormal, and atypical behavior. Observation and laboratory experience will supplement lectures. Prerequisite: PL 101

PL 103-104 (ED 101-102)
CHILD GROWTH AND DEVELOPMENT I, II *3,3*

Nature and scope of child psychology, emphasizing human growth and development from prenatal period through adolescence. Major topics in Part I include general physical development, motor development and biochemical processes as related to the ovum, embryo and fetus, integration of biochemical and physiological processes in development. Part II includes personality development, language development and the exceptional child. Observations, research techniques and findings will be integrated with lectures. Experimental and theoretical studies of Freud, Lewis, Cesall, Harlow, Skinner, Piaget and others included.

PL 203 (ED 209) CHILD PSYCHOLOGY 3

Stages in the birth of a personality. Approaches to the understanding of children. Topics included are principles and theories of development, heredity, foundational aspects of personality; environmental factors; self and others; emotional development; growth of understanding; factors underlying problem behavior and mental health. Observation, research techniques and findings will be integrated with lectures.

PL 204 (ED 210) THEORIES OF LEARNING 3

Principles of behavioral modification. Classical and instrumental conditioning, trial and error learning insight. Theories of Guthrie, Hull, Skinner, Tolman, Mower, Spence and Hebb.

ED 115 (EN 106; LIB 201)
CHILDREN'S LITERATURE 3

Types of children's literature: folklore, fiction, biography, poetry; principles of book selection; reading interests of children; story-telling, bibliography.

ED 201 LANGUAGE ARTS IN PRIMARY GRADES 3

Trends, practices and materials of listening, speaking, reading, writing, spelling and handwriting experiences in the development of children; emphasis on nature of language of behavioral objectives; linguistics and the study of language; introduction to children's literature as an integral part of the total language arts program. Laboratory experiences in local schools. Open to students in Teacher Assistant Program.

ED 202 READING IN PRIMARY GRADES 3

The teaching of reading with emphasis on programs in kindergarten through third grade; examination and evaluation of methods and materials in current use; role of phonics; lesson planning; reading for the slow learner; reading for the mentally retarded child. Observation and participation experiences in local schools and in related agencies and institutions. Open to students in Teacher Assistant Program.

ED 203 CREATIVE ARTS AND CRAFTS FOR CHILDREN 3

Practice in creative expression: experimentation with various media suitable for primary grades emphasizing science activities, materials and techniques for teaching art, games and songs. Art and recreational activities for retarded and emotionally disturbed children included.

ED 204 LANGUAGE ARTS IN ELEMENTARY SCHOOLS 3

Methods, trends and materials of developing oral and written expression through listening, speaking, reading, handwriting, spelling, and creative writing; the interrelationships that exist between the tools of communication and the mental, emotional and physical factors of child growth and development; consideration of behavioral objectives; linguistics and language. Laboratory experiences in local schools.

ED 205 FOUNDATION IN READING INSTRUCTION 3

Study and analysis of fundamental concepts, current techniques and materials for effective teaching of reading in kindergarten through grade six; psychology of reading process; role of phonics; lesson planning; linguistics and reading; materials of instruction and special problems associated with the gifted student and the slow learner. Observation and participation experiences in local schools.

ED 206 ROLE OF TEACHER ASSISTANT 3

Supervised field experiences in local schools or in special service institutions for mentally retarded or emotionally disturbed during which the student assists the teacher with various functions and assignments, and works independently with the individual child or with small groups of children. Seminar and individual conferences included.

ED 208 MULTI-MEDIA IN EDUCATION 3

Audio-visual materials in the teaching-learning process; selection and use of radio and television, filmstrips, slides, charts, maps, films, tapes, records; appraisal and use of equipment.

ED 209 INTRODUCTION TO EDUCATION 4

ED 210 THEORIES OF LEARNING 3

ED 211 TEACHING PROBLEMS LABORATORY 3

Consideration of major teaching problems through techniques of simulation: films, role-playing and group discussions of problem-solving experiences.

ED 211 NATURE AND NEEDS OF EXCEPTIONAL CHILD 3

Causes and characteristics of exceptional children because of intelligence, physical development, behavior and speech. Lectures and observations.

ED 214 BEHAVIOR DISORDERS OF MENTALLY RETARDED AND EMOTIONALLY DISTURBED 3

Incidence and scope of mentally retarded and emotionally disturbed children; problems of adaptation; curriculum materials on different primary grade levels; evaluation of progress of the mentally retarded. Lectures and demonstrations.

ED 340 DIRECTED TEACHING IN ELEMENTARY SCHOOL 8

Supervised student teaching in local elementary schools. Individual and group conferences provided. (For members of the Religious Community)

Mater Dei College, Ogdensburg, New York 13669

Teaching Assistant Program

An Associate in Arts degree in liberal arts may be earned in the program for the preparation of Teaching Assistant. The education courses are planned to meet the changing demands for trained personnel to function as an assistant to a certified teacher in grades N-6.

The primary objective of the Teaching Assistant curriculum is the entry of the graduate into employment in public or private elementary schools.

The secondary objective is transfer to an upper division college to complete the requirements for a baccalaureate degree.

Program: Teaching Assistants

1st Semester

Philosophy 101	3
English 101	3
**Foreign Language 101 or 201*	3
History 101 or 241	3
Elements of Art 105	3
Developmental Psychology 204	3
	18

2nd Semester

Theology 101	3
English 102	3
**Foreign Language 102 or 202*	3
History 102 or 242	3
Mathematics 121	3
General Psychology	3
	18

3rd Semester

Theology 201	3
English 209 or Social Science Elective	3
Physical Science 201	3
Music 101	3
Foundations of Education Practice 201	3
	15

4th Semester

Philosophy 201	3
English Elective or Social Science Elective	3
Earth Science 201	3
Children's Literature 205	3
Classroom Organization 202	3
	15

Teacher Aide

Mohawk Valley Community College, State University College, 1101 Sherman Drive Utica, New York 13501. Rome Extension Center, Floyd Avenue, Rome, New York.

Certificates will be awarded to students successfully completing the program. One of the best known of this group of helpers is the teacher aide. School administrators have begun to realize that many routine schoolroom tasks performed by teachers could be done as effectively and efficiently by teacher aides. Mohawk Valley Community College has developed a teacher aide program which has been designed to develop competent, supportive personnel, highly skilled in areas of non-instructional work to assist teachers in the public schools. Specifically the objectives of the teacher aide program are:

1. to develop effective school aides in order to free professional teachers and staff from non-instructional tasks and responsibilities;
2. to provide trainees with a knowledge and understanding of the duties and responsibilities of school aides -- to the child, the teacher and the school system;
3. to enable the school aide to acquire the skills needed to perform on the job;
4. to enable the concept of child development and the learning process for the school aide and to develop an understanding and community relations.

Program: Teacher Aide

There are no formal educational requirements for enrollment in the program.

Orientation

Public School organization: common school practices and procedures; working with teachers and staff; relationship of teacher aide to parents and community; description of various tasks and duties performed by the teacher aide.

Teacher Aide and the Child

Discussion of general ethics, with emphasis on welfare of the child, needs of child, understanding morality concepts, working with people and respecting confidences.

Practical Considerations in Dealing With Children

Techniques of group supervision; identifying problems; how to talk to children; how to motivate children; setting and maintaining acceptable standards of behavior; permissive and directive reacting to common problems.

Special Problems Associated with Poverty

Attention to matters as: effects of stimulus deprivation on child development; malnutrition on motivation and behavior; role of language acquisition in intellectual development; compensation education; vocational disadvantages of culturally deprived.

Clerical Practices and Procedures

Record keeping and internal communications; telephone procedures; typing educational materials; preparation of master copies; operation of various types of duplicating machines; operation of business machines used in school offices.

Operation of Audio-Visual Equipment

Movie projectors; film strip projectors; slide projectors; overhead projectors; record players; tape recorders; closed circuit T.V.

The School Library

Assisting the school nurse; duties and responsibilities of the health aide; record keeping in the Nurse's office, vision and hearing tests; First-Aid treatment.

Playground, Recess and Recreation Supervision

Outdoor and indoor games; active and quiet games; safety requirements; physical fitness programs; arts and crafts.

Operation of the School Cafeteria

The school cafeteria; lunch room; the function of the aide in the school food service program.

Home, Human and Community Services

Schools and other social institutions and units are becoming increasingly interested in the use of paraprofessionals who can represent their organizations and work with parents and other social groups. These paraprofessionals carry out their duties under supervision of a professional and are permitted as much leeway in deciding their own efforts as is appropriate to the situations encountered and their backgrounds of maturity, experience and education. It is noted that this

program of training is being considered as a possible addition at a number of junior colleges.

TABLE VI. Types of Programs within General Area of Home, Human and Community Service

Program	Ag & Tech Coll.	Comm. Coll. (CUNY)	Private Jr. Coll.	Comm. Coll. (SUNY)	TOTAL
Human Services	2	0	0	5	5
Community Services Assistant	0	0	0	1	1
TOTAL	2	0	0	6	6

Alfred Agricultural and Technical Institute, State University of New York, Alfred, New York 14802

Human Services

This program, on completion, leads to the degree of Associate in Applied Science.

Program: Human Services

First Year

First Quarter

ENG. 103	*Freshman English I*	*3*
S.S. 733	*American Society I*	*3*
PSYCH. 413	*Principles of Psychology I*	*3*
BIO. 104	*General Biology I*	*4*
HU. SER. 101	*Human Services Seminar*	*1*
P.E. 102	*Physical Education I*	*2*
	Math Elective	*3*
		19

Second Quarter

ENG. 203	*Freshman English II*	*3*
S.S. 833	*American Society II*	*3*
PSYCH. 513	*Principles of Psychology II*	*3*
BIO. 204	*General Biology II*	*4*
HU. SER. 203	*Student Affairs (Survey)*	*3*
P.E. 202	*Physical Education II*	*2*
		18

Third Quarter

ENG. 303	*Freshman English III*	*3*
S.S. 933	*American Society III*	*3*
PSYCH. 613	*Principles of Psychology III*	*3*
S.S. 323	*Minority Cultures*	*3*
P.E. 302	*Physical Education III*	*2*
_____	*Elective*	*3*
		17

Second Year

First Quarter

A.V. 123	*Audio Visual Technology and Equipment*	*3*
PSYCH. 523	*Group Dynamics*	*3*
PSYCH. 533	*Introduction to Counseling Techniques*	*3*
SPCH. 312	*Speech*	*2*
HU. SER. 401	*Human Services Seminar*	*1*
_____	*Elective*	*3*
		15

Second Quarter

HU. SER. 513	*Methods and Materials of Programming*	*3*
PSYCH. 633	*Counseling Practicum*	*3*
HU. SER. 501	*Human Services Seminar*	*1*
S.S. 313	*Cultural Anthropology*	*3*
_____	*Electives*	*6*
		16

Third Quarter

HU. SER. 605	*Practicum (Selected Area)*	*5*
BUS. 314	*Principles of Public Administration*	*4*
HU. SER. 601	*Human Services Seminar*	*1*
HU. SER. 603	*College Union Management*	
	or	
HU. SER. 613	*Operation & Management of a Social Agency*	*3*
_____	*Elective*	*3*
		16

Corning Community College, State University of New York, Corning, New York 14830

The Associate in Applied Sciences is earned on completion of the program. The purpose of the Human Services curriculum is to prepare students in careers dealing with human service occupations. Occupations in which graduates might find opportunities for employment are as follows: Personnel Assistant, Social Worker-Trainee, Teacher Assistant, Child Care Worker, and Psychology Trainee.

Potential employers of graduates in the Human Services curriculum include local school districts, the Chemung County Health Clinic and other local agencies and industries.

Program: Human Services

First Semester

Freshman English	*3*
Science	*3-4*
Arts and Science Elective	*3-4*
Elective	*0-3*
Health Education	*1*
Physical Education	*½*
	16½ - 18½

Second Semester

Freshman English	*3*
Science	*3-4*
Mathematics	*3-4*
Arts and Sciences Elective	*3-4*
Introduction to Human Services	*3*
Elective	*3*
Physical Education	*½*
	15½ - 18½

Third Semester

Social Science	*3*
Arts & Science Elective	*3-4*
Creative Behavior	*3*
Introduc. to Interpersonal Relations in Small Groups	*3*
Elective	*3*
Physical Education	*½*
	15½ - 16½

Fourth Semester

Social Science	*3*
Arts & Science Elective	*3-4*
Practicum Experience	*6*
Electives	*3*
Physical Education	*½*
	15½-16½

Hudson Valley Community College, State University of New York, Vandenburgh Avenue, Troy, New York 12180

This is a program leading to the Associate in Applied Science degree which is designed for students who desire a broad-based educational background and are interested in community work and social problems. Students are taught self-awareness, the art of communication, the meaning of relationships, group dynamics, and skills in understanding and helping people.

A combination of liberal arts courses and social service technical courses are given. They include subjects such as Freshman English, Introduction to Sociology, Social Problems, Human Growth and Behavior, Family Budgeting and Consumer Problems, and Problems of Adolescence.

During the third and fourth semesters students receive nine hours per week in field training in mental health clinics, child caring institutions, day care centers, elementary and high schools, hospitals, and homes for the aging. They learn how to work directly with individuals who need help, and with community groups that have concerns about specific social problems.

Human Services Assistants are needed to fill the manpower shortage in the delivery of human services to people. They will work in social agencies, schools and institutions in a team relationship with social workers, teachers, doctors, nurses and other professionals who give service to the public.

Program: Human Services

First Semester	
Human Services I	3
Freshman English I	3
Introduction to Sociology	3
Modern Biology I	3

Second Semester	
Human Services II	3
Freshman English II	3
Social Problems	3
Modern Biology II	3
Problems of Adolescence	3

Third Semester	
Human Services Practicum	6
Interviewing & Techniques of Communication	3
Group Dynamics	3
Elective in Area of	3

Fourth Semester	
Human Services Practicum	6
Community Organization -- Process and Techniques	3
Family Budgeting and Consumer Problems	3
Elective in Area of	

Specialized Electives

1. *Working with the mentally ill and the mentally retarted*
2. *Working with the aged*
3. *Crisis intervention*
4. *Working in day care facilities*
5. *Introduction to juvenile deliquency*
6. *Social problems of black America*
7. *Home, school and community*
8. *Child welfare services*

Monroe Community College, State University of New York, 1000 East Henrietta Road, Rochester, New York 14623

The Human Services, an Associate in Applied Science Degree program, is designed to assist personnel in a variety of instructional settings where the basic concern is to help people. A valuable dimension of the program is the field work experience offered in cooperating institutions within the Rochester community. Graduates will be prepared to work as aides in nursery and elementary schools, day-care centers, social and governmental agencies, and institutions for the treatment of physical and mental disorders of children and adults.

Flexibility in programming is built into the program to allow the individual to choose courses most appropriate to the needs of his particular social service field. Following graduation the student may wish to enter employment or transfer his program to one of several upper division colleges welcoming graduates of the Human Services Program.

Program: Human Services

Human Services: 20-24 Credits		*Credit Hours*
HUM 101	*Human Services I*	*3*
HUM 111	*Field Work in Human Services I or*	
HUM 121	*Field Work for Full Time Human Services Employees I*	*2 or 3*
HUM 102	*Human Services II*	*3*
HUM 112	*Field Work in Human Services II or*	
HUM 122	*Field Work for Full Time Human Services Employees II*	*2 or 3*
HUM 201	*Human Services III*	*3*
HUM 211	*Field Work in Human Services III or*	
HUM 221	*Field Work for Full Time Human Services Employees III*	*2 or 3*
HUM 202	*Human Services IV*	*3*
HUM 212	*Field Work in Human Services IV or*	
HUM 222	*Field Work for Full Time Human Services Employees IV*	*2 or 3*
		20-24

Social Sciences: 21 Credits

PSY 101	*Introductory Psychology or*	
PSY 102	*Psychology of Personality and Adjustment*	*3*
SOC 101	*Introductory Sociology*	*3*
SOCIAL SCIENCE COURSES		*15*
		21

Humanities, Mathematics and Natural Sciences: 12 Credits

ENG 101 English Composition I	*3*
Other courses distributed in these areas	*9*
	12

Electives: 3-7 credits to make a total of 60 academic credits *3-7*

Physical Education: 4 credits *4*

TOTAL *64*

Onondaga Community College, State University of New York, Midtown Plaza, 700 East Water Street, Syracuse, New York 13210

This two year program, which leads to the Associate in Applied Science (A.A.S.) degree, is especially appealing to those who desire to help others in a variety of specialties such as teaching, social work, child care, physical or mental health and recreation.

The first semester is spent exploring the many human services options available. The student then selects a specialty, depending on whether he prefers working with children, older people, or the mentally or physically handicapped. Another consideration is a preference for working with individuals, groups, or in a larger community context.

Some Human Service students will attend College full-time, while others will hold outside jobs and pursue only one or two courses each semester. Classes are offered both day and evening during the fall, spring and summer.

A counselor makes special efforts to fit a program to individual needs. A personal interview is required before admission. Some scholarships are awarded on the basis of need, motivation and the ability to succeed in the program.

Requirements for the A.A.S. degree include liberal arts and human service electives, as well as practical experience with field instruction in the agencies and institutions of one's elected specialty.

Graduates qualify as assistants and associates to professionals in a variety of jobs in day care centers, schools, parks, mental hospitals, nursing homes, social agencies, geriatric centers, and community organizations. Some continue their education at senior colleges, transferring credits in varying amounts toward a baccalaureate program.

Certificate Program

A one-year certificate program for aides is available to those who do not desire to pursue the A.A.S. degree. Some of these courses may later be applied toward a degree if the student so wishes.

Human Services Suggested Program

First Year

	Credits
Reading or English or Communications	*5-6*
Social Science Electives	*6*
Math or Science Electives	*6-8*
Human Service Electives	*6*
Field Instruction and Seminar	*7*
PEH	*2*
	32-35

Second Year

English or Communications	*6*
Liberal Arts Electives	*6*
Local Government and Applied Law	*6*
Human Services Electives	*6*
Field Instruction and Seminar	*8*
Health	*1*
	33

Specific Courses in Human Services

HUM 151 Introduction to Human Services *Three Credits*

An interdisciplinary foundation course in human services which examines basic values and principles underlying the helping relationship. Within the framework of defining human services practice as a problem solving process, the consumer of services and the helping person are viewed in relation to the "whole" person concept.

Correlation is made between concepts learned here and services rendered in agencies where students observe and experience practical situations. HUM 153 corequisite or PO I.

HUM 153 Field Instruction and Seminar I Three Credits

This course is interdisciplinary in design. Students from the various specialty areas within the Human Services program participate in weekly agency instruction and seminar sessions. The respective roles of the professional and paraprofessional within these agencies are explored, as well as the various needs and life styles of the consumers served.

It is intended that Field Instruction I provide an experience conducive to early student readjustment of occupational goals. The seminar each week allows for integration of agency experiences and discussion between various interest disciplines. Four hour work and one two-hour seminar per week. HUM 151 corequisite or PO I.

HUM 154 Field Instruction and Seminar II Four Credits

See description under HUM 254

HUM 162 Social Services I Three Credits

The Student is introduced to social work with individuals. The problem-solving process is closely viewed and linked with scientific method. This course is intended to facilitate student acquisition of skills in the areas of data collection, data analysis, and treatment on the needs, providing problem-solving levels of intervention with individual consumers. Communication and interviewing processes are intensively explored within the classroom context. HUM 154 corequisite or PO I. Prerequisite: HUM 151 or PO I.

HUM 172 Teaching I Three Credits

Human and social problems in public school settings are examined and the student is introduced to the communication and teaching skills necessary to deal with the individual relationships in the classroom. The paraprofessional position is examined as an essential part of an education team.

This course will continue to look at human services practice as a problem-solving process with emphasis on the one-to-one relationship in a school setting. Co-requisite HUM 154 or PO I. Prerequisite: HUM 151 or PO I.

HUM 251 Dynamics of Group Processes *Three Credits*

This course deals with understanding the theory and practice of group processes, particularly the social, emotional, and environmental factors which affect group behavior. The students are introduced to the problems which are encountered in group processes through a series of structured exercises illustrating the principles and techniques of various group dynamics. These include: brainstorming, case studies, role playing, and problem-solving, etc.

HUM 253 Field Instruction and Seminar III *Four Credits*

See description under HUM 254.

HUM 254 Field Instruction and Seminar IV *Four Credits*

The field instruction component of the Human Services curriculum is sequential, exceptions regarding entry point into the sequence and specific learning design being permissable with faculty consent.

Following Field Instruction I, all students must participate in Field Instruction practicum for three semesters. Field Instruction is designed to provide an exposure calling for direct consumer service under professional supervision, the basic foci of which will include direct involvement in the problem-solving process with individuals and/or service consumer groups. Course objectives reflect terminal program expectations.

Emphasis will be placed upon objective areas most relevant to a student's current need. Field instruction/supervision is provided by an agency individual holding a minimum of a baccalaureate degree. Overall field instruction is coordinated by the college faculty who also conduct seminars based on problem-solving endeavors reflecting actual practicum experiences. The seminar provides further opportunity to integrate and apply knowledge and theory derived from academic courses in human services, as well as social and behavioral sciences, through the medium of role-playing, simulation exercises, discussion, etc. Eight hours of experience and two-hour seminar per week each semester. Co-requisite: Human Service Elective.

HUM 261 Social Service II *Three Credits*

The student is introduced to social work with small groups. Special focus is placed upon the concept of role behavior as it relates to group process. The classroom context is utilized for purposes of employing a human laboratory approach to facilitating student acquisition of basic group work skills. Co-requisite: HUM 253 or PO I.

HUM 271 Teaching II *Three Credits*

This course will examine the relationship of the practitioner to various groups in a school setting. It will look at the dynamics of group behavior, and the roles played by individual group members. Specific treatment will be accorded Glasser's "Class Meeting".

Teaching and communication skills are further developed and students work with small groups in school settings. Co-requisite: HUM 253 or PO I.

HUM 272 Teaching III *Three Credits*

This course will be concerned with the educational team: the aide, the assistant and the associate teacher who will work with things and with people: students, parents, other staff and outside resource persons. Educational equipment will be used and maintained. Most important, the growth and developmental theories of children will be applied and innovative techniques initiated.

The associate will be guided as to how he or she may work most effectively within an entire educational system. The role of the paraprofessional to the total school-community environment is examined with emphasis on the accomplishment of desired outcomes as opposed to role description. Co-requisite: HUM 254 or PO I.

Rockland County Community College, State University of New York, 145 College Road, Suffern, New York 10901

Nationally, there is a critical shortage of competent personnel to assist in public and private schools, social welfare and mental health agencies. The State University of New York and the New York State Department of Education, recognizing these needs, have selected Rockland Community College to develop a curriculum which would prepare students to be productive workers in a wide variety of human service agencies. The program leads to an Associate in Applied Science degree.

Students will combine a program of liberal arts and sciences with specialized electives, field work, and a four-semester Human Services Seminar designed to prepare them for work in all the "helping" professions. Such a combination of general education and studies in the field of their choice prepares the student for his vocation, for personal growth, and for further development on the job or in other institutions of higher learning.

Students who contemplate transferring to four-year institutions to continue work in Human Service fields are urged to familiarize themselves with degree requirements at these institutions. It is suggested that students review specific mathematic and science requirements at these institutions and discuss course

selection with their faculty advisors in the Rockland Community College Human Services Department. The curriculum is subject to review and change by the Human Services faculty as it develops transfer programs and as it responds to the needs of the various Human Services fields.

Prospective students, whether or not they have a high school diploma or its equivalent, are encouraged to inquire about the Human Services program.

Program: Human Services

First Semester

Human Services Seminar I (HS 101)
Freshman English I (EN 101)
General Psychology (PS 101)
Principles of Sociology (SO 201)
Personal and Community Health (HE 101)

Second Semester

Human Services Seminar II (HS 102)
Field Work in Human Services I (HS 110)
Freshman English II (EN 102)
Child Psychology and Development (PS 201)
*Introduction to Specialized Electives**
Physical Education (PE 101)

Third Semester

Human Services Seminar III (HS 103)
Field Work in Human Services II (HS 111)
Adolescent Psychology (PS 205)
Introduction to Group Dynamics and Group Leadership (HS 170)
Social Problems in Urban America (SO 205)

Fourth Semester

American Literature I (EN 203)
The Philosophy and Process of Helping (HS 104)
Field Work in Human Services II (HS 112)
Physical Education (PE 201)

**Each Human Services student is required to take two specialized courses -- Group Leadership (HS 170) and Programing Skills (HS 174) -- in the areas of Education, Child Care, Social Services, Mental Health, or Recreation.*

Tompkins-Cortland Community College, State University of New York, 175 Main Street, Groton, New York 13073

The college has two programs. One of these leads to a certificate in Human Services. By taking additional courses a student may also qualify for the degree of Associate in Applied Science.

The demand for more effective human services is greatly increasing. One way that human service agencies have attempted to increase their effectiveness is through the use of paraprofessionals. A paraprofessional works as part of a human service

team, under the direction of a professional, helping to meet various human needs.

The Human Services program at Tompkins-Cortland Community College trains individuals presently employed in local agencies to become human service specialists. While the specific functions vary greatly depending upon the particular agency in which the individual is employed, the human service specialist will be prepared to work in such human services as education, child care, social services, community action, mental health and home health care.

Since the Human Service program is designed for employed persons, it is offered on a part-time basis through the college's Division of Continuing Education. Courses are offered during late afternoons or evenings to accommodate these individuals.

Program: Human Services

CERTIFICATE

HUMS 101	*Orientation to Human Services*	*3*
HUMS 110	*The Human Service Network*	*5*
HUMS 120	*The Helping Relationship in Human Services*	*5*
HUMS 210	*The Human Service Team*	*5*
HUMS 220	*Dynamics of Social Change*	*5*
ELECTIVE	*Human Services Elective*	*3*
ELECTIVE	*Human Services Elective*	*3*
PSYC 103	*Psychology of Personal Adjustment*	*3*
ENGL 203	*Techniques of Listening*	*3*
		35 cr. hrs.

DEGREE

In addition to all the courses required for the Certificate program, students interested in earning an Associate of Applied Science degree in Human Service must complete the following courses.

ENGL 101	*Composition I*	*3*
SOCI 101	*Introduction to Sociology*	*3*
SOCI 103	*Community*	*3*
ELECTIVE	*Psychology Elective*	*3*
ELECTIVE	*Science or Mathematics Elective*	*3-4*
ELECTIVE	*Health and Recreation Elective*	*3*
ELECTIVE	*Unrestrictive Elective*	*3*
ELECTIVE	*Unrestrictive Elective*	*3*
ELECTIVE	*Unrestrictive Elective*	*3*
		27-28 cr. hrs.

Human Services Courses

HUMS 101 *Orientation to Human Services* *3 cr. hrs.*

This course will identify agencies in the community which provide such human services as education, health, social services, employment, recreation, housing safety and child care. Emphasis will be placed on examination of the particular functions, objectives and operational modes of such agencies. The staffing patterns, organization and funding of each agency will also be analyzed.

HUMS 110 *The Human Service Network* *5 cr. hrs.*

This course enables students to integrate his educational understanding with actual field experience. Each student will spend a minimum of ten (10) hours per week in direct service within social and educational agencies of the community. In addition each student will be required to participate in a three (3) hour seminar each week devoted to discussing the field experience as it relates to the seminar's topic.

The topic of this seminar will be the identification of those elements of the human service network with which the students are most concerned and will examine the functions, goals and client population of each. The nature and function of linkages between elements of the network will be explored as well as ways of improving these linkages. Interdependence of the parts of the human service system and the role of the individual within the system will be studied.

HUMS 120 *The Helping Relationship in Human Service* *5 cr. hrs.*

This course is structured similar to HUMS 110. The topic of this seminar will be the basic nature of the facilitative process with emphasis placed on the essential personal characteristics and the opportunity to development of them. Specific helping techniques such as motivation, assisting, facilitating, goal-setting, focusing, reinforcing and supporting will be explored as they relate to the particular work experience of the participants. The advantages and limitations of each technique will be weighed. Conventions regarding the relationship between helper and helpee will be analyzed.

HUMS 210 *The Human Service Team* *5 cr. hrs.*

This course is structured similar to HUMS 110. The topic of this seminar will focus on the human team with emphasis on the nature and objectives of the task, the role and functions of each team member and the constraints to be observed. The participants will be encouraged to develop skills that will improve team functioning as well as individual functioning.

HUMS 220 *Dynamics of Social Change* *5 cr. hrs.*

The course is structured similar to HUMS 110. The seminar's topic will deal with the nature of social change both in individual attitudes and institutional practices. Strategies used in the work situations of the participants to effect change will be explored, with emphasis on the ways in which these strategies operate. The role of the human service team as a change agent will be examined; opportunity will be provided for trying out a variety of change agent skills.

Elective Courses

HUMS 112 *Implications of Poverty* *3 cr. hrs.*

This course acquaints students with the sociological and psychological aspects of poverty. The interrelationship of these aspects and their implications for poverty will be examined as they relate to the functioning of the human service specialist in the community.

HUMS 114 *Techniques of Group Leadership* *3 cr. hrs.*

This course will provide an opportunity for students to experience and evaluate a number of techniques employed by effective group leaders. Attention will be given to the purposes and limitations of each technique and to the underlying group processes of which the leader should be aware.

HUMS 128 *Problems of the Family in Society* *3 cr. hrs.*

This overview of the problems faced by today's family will include the changing structure of the family itself; the effect of such factors as poverty, social legislation and women's work roles on the family; and consideration of the complexity of family problems. Priority will be given to study of those problems most frequently encountered in the local area. Resources available to families in need of help will be identified.

HUMS 215 *Strategies of Learning* *3 cr. hrs.*

This course will focus on the role of the human service specialist as a facilitator of learning. The nature of the teaching-learning process will be explored and teaching strategies appropriate for a variety of human service situations will be identified. Participants will have an opportunity to practice teaching skills through the use of video-taped and micro-teaching sequences.

HUMS 224 *Principles of Community Organization* *3 cr. hrs.*

This course is designed for individuals who work with or are interested in community action programs, community planning or neighborhood improvement. Students will become familiar with methods of identifying community needs and resources. Each student will have an opportunity to gain experience in one or more aspects of community development in an actual project.

HUMS 225 *Techniques of early Childhood Education* *3 cr. hrs.*

The focus of this course will be on the contribution of play to the child's physical, social, emotional, cognitive and creative development. The student will have an opportunity to become familiar with a wide variety of play materials. Competence will be gained in using play materials with young children.

Community Services Assistants

Farmingdale Agricultural and Technical Institute, State University of New York, Farmingdale, New York 11735

The degree of Associate in Applied Science may be earned on completion of the program. An Evening College Certificate may also be earned by a student electing to follow a comprehensive program extending over a period of three to five years.

Designed to provide the fundamental knowledge and skills essential for understanding human behavior, human problems and human relationships, the Community Service Assistant curriculum prepares students for meaningful work with people in community, private, or public social welfare agencies.

The nature and needs of the individual are explored from various points of view of psychological forces and from those of the society in which he lives.

In their second year, students have the opportunity of gaining additional insights through field placement, which integrates academic understanding with agency experience.

For all field experiences, students dress must conform with field agency protocol.

Typical Employment Opportunities

Case Work Aide
Medical Social Work Assistant
Welfare Research Assistant
Community Action Aide
Golden Age Club Aide
Medicaid Assistant
Neighborhood Worker
Statistical Assistant

Vocational Rehabilitation — Counseling Aide

Program: Community Service Assistant

First Semester		*Class Hours/ Week*	*Lab Hours/ Week*	*Credit Hours*
CS 101	Foundations of Social Work	3	0	3
EN 100	English Composition	3	0	3
EN 114	Speech	3	0	3
PE ___	Physical Education	0	2	1
SO 219	Psychology	3	0	3
SO 222	Sociology	3	0	3
		15	2	16
Second Semester				
CS 102	Community Service Agencies (2)	1	3	2
CS 103	Intro. to Social Work Processes	3	0	3
EN 101	Introduction to Literature	3	0	3
MA 100	Mathematics or	3	0	3
MA 105	College Algegra (1)	3	0	3
SC 107	Biology or	3	0	3
SC 119	Biology (1)	2	2	3
SS 101	Typewriting (3) or	1	3	2
	Authorized Elective (4)	3	0	3
PE ___	Physical Education	0	2	1
		13-17	5-10	17 or 18
Third Semester				
CS 101	Field Experience (5)	1	6	4
CS 203	Organization of Community Welfare Services	3	0	3
SO 220	Psychology	3	0	3
SO 223	Sociology	3	0	3
	Authorized Elective	3	0	3
		13	6	16
Fourth Semester				
CS 202	Field Experience (5)	1	6	4
CS 204	Community Mental Health Programs or			
CS 206	Intro. to Community Organizations (6)	3	0	3
CS 208	Research and Recording in Social Work	3	0	3

SO 232	*Developmental Psychology*	*3*	*0*	*3*
SO 243	*Black History*	*3*	*0*	*3*
		13	*6*	*15*

Total Credits Required: 65 or 66

Explanatory Notes for Community Service Assistant Program

(1) Must meet requirements of department offering course, namely, Science -- 2 high school units, Biology required; Chemistry recommended, Math -- 2½ units, including intermediate Algebra.

(2) CS 102 may be waived for those students with considerable paid employment in the field, or now working in paid positions in related agencies. If so, authorized elective may be chosen (See No. 4).

(3) SS 101 is required unless student has passed courses in typewriting in high school, or satisfactorily completed equivalent course. If so, authorized elective may be chosen (See No. 4).

(4) Electives with three hours of class and no lab hours for 3 credits per semester may be selected as alternate with prior permission of chairman of department from among additional courses in the Community Service Assistant or Social Science Department, or from selected courses in Pre-Health and Social Sciences Division, Liberal Arts, Spanish or Nursery Education.

(5) Students with considerable paid employment in the field or now working in paid positions in related agencies may be permitted to elect CS 201 and CS 202 for 1 hour class and 3 hours field or lab experience for 2 credits and substitute authorized elective course, with prior permission of chairman of the department (See No. 4).

(6) CS 204 is required for students interested in or working in community mental health agencies. CS 206 is alternate for all other students. Both may be selected as authorized electives for students where not required.

(7) All students will be required to provide their own transportation to and from field agency visits and field experience placements. Students are required to meet the dress requirements of the agencies.

Audio-Visual Technician

Only one junior college in New York State announced that it maintained a program in audio-visual technology which could be addressed to the school para-professional level.

Monroe Community College, State University of New York, 1000 East Henrietta Road, Rochester, New York 14623

The Audiovisual Technology Program provides students with knowledge and skills in the production of communications media, including photography, film, graphic arts, television, sound recording and various combinations of these media. Audiovisual courses include such subjects as materials and machines used in the field, specific audiovisual skills and their relationship to the learning process, and conversion of ideas into audio and/or visual materials. As a part of their course work, students create audiovisual materials for use in live teaching situations.

Graduates will work in audiovisual or instructional resource centers of schools and colleges, or in commercial and industrial audiovisual departments, preparing training aids and advertising materials. The Audiovisual Courses are open to Audiovisual Majors only.

The degree of Associate in Science may be earned on completion of this program.

Program: Audiovisual Technology

First Semester

ENG 101 English Composition	3
SOCIAL SCIENCE ELECTIVE	3
SCIENCE ELECTIVE	3
AVT 101 Introduction to Media	3
AVT 102 Media Graphics I	2
AVT 103 Media Photography I	2
PE 101 Physical Education I	1
	17

Second Semester

SPT 101 Fundamentals of Public Speaking	3
SOCIAL SCIENCE ELECTIVE	3
SCIENCE ELECTIVE	3
AVT 111 Technical Operation & Maintenance of Audiovisual Equipment	2
AVT 112 Media Graphics II	3
AVT 113 Media Photography II	3
PE 102 Physical Education II	1
	18

Third Semester

MATHEMATICS ELECTIVE	3
*GENERAL ELECTIVES**	3
PSYCHOLOGY ELECTIVE	3
AVT 201 Duplication of Instructional Materials	2

Fourth Semester

*GENERAL ELECTIVES**	6
AVT 211 Practicum of Instructional Media	3
AVT 212 Techniques of Television II	3

AVT 202 Techniques of Television I	3	AVT 213 Special Problems in Advanced Media	3
PE 201 Physical Education III	1	PE 202 Physical Education IV	1
	17		16

*Electives depend on student's background. Suggested electives include: Art Theater, Music, Speech, Electronics, Drafting, Business, Data Processing.

Specific Courses: Audiovisual Technology

AVT 101 Introduction to Media — Three Credits

An introductory course in educational media which acquaints the student with the role of educational media in the teaching-learning process. Brief history of media, introduction to products and processes involved in media utilization, introduction to theories of communication, learning and perception, sources of media and cataloging, classification, distribution, and record keeping in media centers. THREE CLASS HOURS.

AVT 102 Media Graphics I — Two Credits

Laboratory practice in the selection, manipulation, preservation and conversion of inexpensive and readily available materials for both projected and non-projected use. Basic lettering, coloring and mounting in the preparation of maps, charts, posters and graphs. ONE CLASS HOUR, THREE LABORATORY HOURS.

AVT 103 Media Photography I — Two Credits

Introduction to Photographic processes and equipment, and materials used in media production. Elementary sensitometry; equipment familiarization, camera operation and care, darkroom procedures, and simple lighting principles; laboratory experience in exposure and development of special purpose photographic materials for the production of projected and non-projected media. ONE CLASS HOUR, THREE LABORATORY HOURS.

AVT 112 Media Graphics II — Three Credits

Advance techniques in the production of instructional materials using graphic arts techniques. Laboratory experiences in the production of filmstrip flats, multi-cell overlays, pasteup art work, layout for publication materials, advanced lettering and coloring techniques, and illustration. TWO CLASS HOURS, TWO LABORATORY HOURS. PREREQUISITE: AVT 102

AVT 113 Media Photography II Three Credits

Advanced photographic production of instructional materials. Color theory and color processing, portrait and studio lighting, filtration and related techniques in photographing real objects and difficult copy, color separation, single and multiple flash, slide duplication and advanced darkroom technique. TWO CLASS HOURS, TWO LABORATORY HOURS. PREREQUISITE: AVT 103.

AVT 201 Duplication of Instructional Materials Two Credits

The basic process, theory and practice of techniques in the duplication of various types of instructional material including slides, transparencies and paper copies such as ditto, mimeo, electronic stencil copying, dry photo copy and other types of duplication; collation and assembly of materials. The accent will be on material master preparation and actual equipment operation. ONE CLASS HOUR, TWO LABORATORY HOURS.

AVT 202 Techniques of Television I Three Credits

Introduction to the basic aspects of technical and production techniques of television and related audio systems used in the medium. Emphasis will be placed on theory and use of television equipment, staging, lighting, television graphics, scripting, basic engineering, distribution systems and studio personnel. In addition to the student produced and directed assignments, members of the class will participate in production crews for college instructional programming. TWO CLASS HOURS, TWO LABORATORY HOURS.

AVT 203 Instructional Film Production Two Credits

Study of general film production techniques, application of research findings to production of educational motion picture materials for specific audiences. Includes scripting, studio and location lighting and shooting, editing techniques, and sounding. ONE CLASS HOUR, THREE LABORATORY HOURS.

AVT 211 Practicum of Instructional Media Three Credits

Individual assignment as an assistant to members of the Instructional Services staff for actual experience in photography, graphics, television and administrative problems, production and procedures. Each individual will be assigned according to his interests and capabilities and will have the opportunity to gain experience in a number of areas or concentrate in one aspect of Instructional Services, depending on his objectives and professional goals. SIX LABORATORY HOURS TO BE ARRANGED.

AVT 212 Techniques of Television II Three Credits

Advanced techniques in the technical and production aspects of television programming. Emphasis will be placed on studio and control room operation, engineering experience, programmed planning and organization production and direction of

individual assignments and assigned responsibility for college instructional programming as produced by the Department of Instructional Services for utilization by various departments within the college. TWO CLASS HOURS, TWO LABORATORY HOURS.

AVT 213 Special Problems in Advanced Media One to Three Credits

Research and production problems on individual or group basis. PREREQUISITES: AVT 102, 112, 202, 203.

Library Service and Aide

This program is reported as available in one New York State junior college.

Maria Regina Junior College, Syracuse, New York 13208

One of the few curricula of its kind in New York State, Maria Regina's Library Service program prepares students to become library technical assistants. Technical assistants are miscellaneous personnel supportive to professionals in various library functions: preparation and maintenance of equipment and materials, acquisition, cataloging, circulation, and information services. To supplement their classroom study of library functions, students receive practical experience in the College Library or in other libraries. Although the Library Service program as such purports only to equip students for positions as Library technical assistants, students may transfer their credits from Liberal Arts courses in order to pursue further higher education, including studies leading to a professional degree in Library Service.

Maria Regina's program in Library Service offers its graduates many possibilities within the field. Such paraprofessionals may serve in information and learning centers, where they may handle retrieval media of various kinds: tapes, records, films, maps, manuscripts, pictures, charts, microfiche, and graphs -- as well as conventional books. Such positions are to be found in government, industry, recreation, commerce, and education. In a modern school, the hub of the institution may be the learning center.

Suggested Program: Library Services

First Semester

Business	*Elementary Typing*	*3*
English	*Basic College English*	*3*
Library Service	*Introduction to Library Service and Resources*	*4*
Physical Education	*Dance*	*1*
Religious Studies	*Introduction to Sacred Scripture*	*3*
Science	*General Chemistry or Biology*	*4*
		18

Second Semester

Business	*Business in Society*	*3*
English	*Basic College English*	*3*
	Children's Literature	*3*
Library Service	*Introduction to Library Technical Services*	*4*
Science	*General Chemistry or Biology*	*4*
		17

Third Semester

Business	*Administrative Communication*	*3*
	Business Mathematics	*3*
English	*Survey of English Literature*	*3*
Library Service	*Book Selection*	*3*
	Story Telling	*3*
Social Studies	*Western Civilization*	*3*
		18

Fourth Semester

Business	*Elementary Shorthand*	*3*
	Secretarial Practice	*3*
English	*Survey of English Literature*	*3*
Library Service	*Audiovisual Materials and Techniques*	*3*
	Practicum in Library Service	*3*
Religious Studies	*Comparative Religions*	*3*
		18

School Secretary

One School Secretary program is reported at the Staten Island Community College.

Staten Island Community College, City College of New York, 715 Ocean Terrace, Staten Island, New York 10301

As an option in business careers, the student may select this program, completion of which leads to the degree of Associate in Applied Sciences.

General Program: School Secretary

Business Core Curriculum	*20*
**English and Speech Core*	*11*
Social Sciences Core	*9*
Math-Science Core and Physical Education	*8-9*
Selected School Secretary Option	*13-14*
Selected Electives	*6*
	67-69

School Secretary Option Courses

***BT 1, 2, 3*	*Typing 1, 2, 3*
***BT 11, 12, 13*	*Stenography 1, 2, 3*
BT 21	*Office Machine Application*
BT 42, 43	*Professional Office Practice 1, 2*
BT 65	*Legal Office Practice*
**BT 70, 71*	*Educational Principles and Problems of School Secretaries 1, 2*
SPAN 99 or 120	*Spanish*
**BT 210*	*School Records and Accounts*

**Required Course*

***Students who come with previous course work in stenography and typing may be excused from some basic stenography and typing courses through placement tests.*

Industrial Arts

Only one program was reported by the New York State Junior Colleges. The graduates are called laboratory technicians.

New York City Community College, City University of New York, 300 Jay Street, Brooklyn, New York 11201

The Industrial Arts Education program is administered by the Division of Technology. This curriculum has been designed to prepare the graduate for em-

ployment as a Laboratory Technician in Industrial Arts (NYC Junior High Schools) and to provide this graduate with a course of study which will be transferable to a senior college offering a B.S. in Industrial Arts Education.

As a Laboratory Technician, the graduate will assist the Industrial Arts teacher in the preparation of educational aids, the operation of audio-visual equipment, the maintenance of tools and machines, the storage and distribution of supplies, and the maintenance of inventory records in the Graphic Arts, Engineering Drawing, Metalworking, Woodworking and Electrical Technology areas. In addition, he will also observe teaching routines and procedures.

The attainment of the associate degree at the community college level is the first phase in a career-ladder opportunity.

After two years of service as a Laboratory Technician and upon completion of 18 additional credits towards the B.S. in Industrial Arts Education, the graduate will be eligible to file and receive a license as Teacher of Industrial Arts. He will then have five additional years to complete the requirements for a B.S. in Industrial Arts Education. Upon failure to meet this requirement the license will be terminated.

Program: Industrial Arts Education

The college will grant an Associate in Science Degree (A.S.) with a major in Industrial Arts Education upon satisfactory completion of the required 64 credits listed below:

First Semester

IA (E) 101	*Woodworking Technology*	*3*
GA (E) 110	*Graphic Arts Technology*	*3*
MA (E) 175	*Fundamentals of Mathematics*	*4*
CAS or		
CSE 101	*English Composition I*	*3*
HE (E) 101	*Health Education*	*1*
		15

Second Semester

IA (E) 201	*Metalworking Technology*	*3*
MT (E) 102	*Engineering Drawing I*	*2*
SC (E) 421	*Physics 1.1*	*4*
CAS or		
CSE 101.1	*English Composition II*	*3*
SS (E) 311	*Principles of Economics I*	*3*
		15

Third Semester

IA (E)	*301*	*Automation & The Modern Industrial Society*	*3*
SC (E)	*422*	*Physics 2.1*	*4*
SS (E)	*211*	*Introduction to Psychology*	*3*
CAS	*or*		
CSE		*Effective Speaking*	*3*
HU (E)	*301*	*Elective (Humanities)*	*3*
			16

Fourth Semester

IA (E)	*401*	*Industrial Materials*	*3*
IA (E)	*402*	*Electrical Technology*	*3*
SS (E)		*Elective (Social Sciences)*	*4*
HU (E)		*Elective (Humanities)*	*3*
		***Electives*	*6*
			18

COURSE CODE: IA - Day Session, IAE - Evening Session, IA (E) - Day and Evening

*** These six elective credits may be selected from among the courses offered in Communication Arts and Skills, Social Sciences, Humanities, Foreign Languages, Health and Physical Education, Mathematics, and Sciences.*

Anticipated Programs

Being considered and perhaps by now being implemented in the New York State junior colleges are a number of additional programs for school paraprofessionals. The reader is invited to contact the institution for verification. The colleges and programs are reported below.

Ag and Tech Colleges

Delhi - Educational Technician
Farmingdale - Teacher Aide

Community Colleges (CUNY)

none reported

Private Colleges

Maria College at Albany
Library Aide

Maria Regina College
Social and Community Service

Mater Dei College
Library Aide

Villa Maria College
Day Care Center Technician

Community Colleges (SUNY)

Adirondack
Mental Health Technician

Auburn
Teacher Assistant

Clinton
Human Services

Columbia-Greene
Human Services

Corning
Social Work

Child Care
Physician's Aide

Erie
Teacher Aide

Genesee
Instruction Resources (Library-Media)
Human Resources Technician
Social Service Aide

Mohawk
- Mentally Retarded or Ill

Niagara
- Library Aide
- Community/Civil Service
- Recreation

Schenectady County
- Human Services

Sullivan County
- Audio-Visual Aide
- Library Aide

Westchester
- Teacher Aide

Junior Colleges Permitting Working Paraprofessionals to Register for Courses on Campus or at Extension Centers

Paraprofessionals presently working in school situations are very often permitted to undertake study in nearby junior colleges, this being done at times not in conflict with their work schedules. Three conditions for paraprofessional study seem to exist. The great majority of colleges, primarily public in nature, maintain an open door policy whereby a paraprofessional may register for any available course. Usually this is done through the college's Division of Continuing Studies.

A second means through which working paraprofessionals gain access to college courses is by being accepted as "special students". The understanding, in this case, is that the paraprofessionals are given special consideration as degree or non-degree students, assigned advisorship, and counselled in terms of their special interests and needs. This method of registration holds with a philosophy whereby each college student is considered as an integral part of the institution with the sensitivity and concern of the college bearing on them as well as on any other student.

In other junior colleges, particularly in the City Colleges of New York, working paraprofessionals may register in programs that fit their competence areas, gain opportunity to advance in status and earn a college degree.

TABLE VII. Junior Colleges Permitting Paraprofessionals to Register for Courses

Type of College	May Take Any Available Courses	Accepted As A Special Student	Restricted to Certain Programs	Total
Ag & Tech	5	0	0	5
Community Coll (CUNY)	3	0	4	7
Private Colleges	2	2	3	7
Community Coll (SUNY)	15	1	8	24
Total	25	3	15	43

Statements of Junior Colleges in Response to Question: Do you permit paraprofessionals now at work in schools to take courses on your campus?

Adirondack Community College: "Yes, We offer all of courses to them."

Auburn Community College: "Yes. In most cases certificate programs involving credit courses."

Bennett College: "Yes. Part-time special student study is available in liberal arts courses."

Bronx Community College: "Yes. They are sponsored by three agencies: (1) Career Opportunities Program of the Bronx Model Cities Agency, (2) Human Resources Administration, a city-wide agency that is federally funded, (3) United Federation of Teachers."

Broome Community College: "Yes. Evening programs serve documented local need. When best served, short term offerings are provided. Programs and courses are open."

Bureau of Manhattan Community College: "yes. Students work as educational assistants in the public school system and study at the college to achieve A.A. degree. Most transfer to a senior college within the City University for their B.A. degrees. They usually carry 6 credits per semester."

Canton Agricultural and Technical College: "Yes. There are no special arrangements or limitations. The Division of Continuing Education is contacted. Part-time students are accepted on a space available basis in any course on or off campus."

Cazenovia College: "Yes, accepted as special students."

Clinton Community College: "Yes. Courses that fit into liberal arts area in anticipation of a human service program."

Cobleskill Agricultural and Technical College: "Yes, upon a curricular basis. No other restrictions."

Columbia-Greene Community College: "Yes. At present each such student's schedule is determined after a survey of her goals and past educational accomplishments."

Delhi Agricultural and Technical College: "Yes. The Division of Continuing Education offers on and off campus programs for credit or non-credit to anyone."

Dutchess Community College: "Yes. Part-time degree credit courses leading to A.A. or A.S. or A.A.S. degrees in child care, nursery education, or nursing, etc."

Erie Community College: "Yes, under Division of Continuing Education. No special program relationship or specialized course of offerings."

Finger Lakes Community College: "Yes."

Fulton-Montgomery Community College: "Yes."

Herkimer Community College: "Yes, ESEA funds with Little Falls Central School. Others may attend, work schedules permitting."

Hilbert College: "Yes. Library aides and teacher aides from area schools take courses on advisement of their principals and curriculum coordinators. An A.A.S. degree is desired."

Hudson Valley Community College: "Yes, nursery education."

Jefferson Community College: "Yes, but no special paraprofessional courses. They may take any course offered if they wish."

LaGuardia Community College: "Yes."

Maria College: "Yes, presently cooperating with Ballston Spa Central School for on campus and extension courses for paraprofessionals without college training or too few credits to qualify as third year student."

Maria Regina College: "Yes. ECCO Program-teacher and library aide take courses toward an A.A.S. degree. Funds for tuition are no longer available but some individuals are continuing on their own for a degree. Credit is given for practicum at schools where employed."

Mohawk Valley Community College: "Yes, update knowledge and skills required to receive permanent license as teacher aide or assistant as defined by Commissioner's Regulations."

Monroe Community College: "Yes, no special arrangements. Federally funded (Career Opportunities Program) pays tuition for our students -- emphasis in associate degree in human services."

Morrisville Agricultural and Technical College: "Yes, no special arrangements."

Nassau Community College: "Yes, degree emphasis, part-time study."

New York City Community College: "Yes, all currently employed in schools. All are degree students."

Niagara Community College: "Yes. Personnel from child care agencies receive instruction on campus. An extension center has been established in one school. Others are anticipated."

North Country Community College: "Yes, same as anybody else."

Onondaga Community College: "Yes. Most attend late afternoon and evening classes."

Orange County Community College: "Yes. No special arrangements have been asked for."

Kingsborough Community College: "Yes. Students pursuing the A.A.S. degree program are currently employed in the public schools as paraprofessionals (educational assistants). Upon receipt of the degree, students are upgraded to positions of educational associate and may pursue a B.A. in a teacher education program of a senior college of CUNY."

Queensborough Community College: "Yes. Paraprofessionals are attending under agreement between Board of Education and City University and are enrolled in A.A. liberal arts degree program with emphasis on educational courses."

Schenectady Community College: "Yes, as part of continuing education. No special arrangements."

Suffolk County Community College: "Yes, no special arrangements."

Staten Island Community College: "Yes. There is a cooperative effort between the Board of Education and District 31, NYC, which offers the advantage of a liaison that allows support and efficient, practical guidance of paraprofessionals."

Tompkins-Cortland Community College: "Yes. Courses offered through continuing education leading to a certificate (1 year FTE) or A.A.S. degree in human services (2 year FTE)."

Trocaire College: "Yes. Open."

Ulster Community College: "Yes, we have an open admission's policy."

Westchester Community College: "Yes. Paraprofessionals and others are enrolled in liberal arts program -- probably to be human services."

Villa Maria College: "Yes. Library aides employed in school libraries under the Public Careers Services of the Model Cities Program take one course per semester in library assistant program."